DOCUMENT RESUME

ED 099 070 JC 750 010

TITLE	Five JCCC [Johnson County Community College] Institutional Studies: Part of the Self-Study Process, 1973-74.
INSTITUTION	Johnson County Community Coll., Overland Park, Kans.
PUB DATE	Sep 74
NOTE	103p.
EDRS PRICE	MF-$0.75 HC-$5.40 PLUS POSTAGE
DESCRIPTORS	Academic Achievement; Adult Education; Community Services; Institutional Research; *Junior College Libraries; *Junior Colleges; *Junior College Students; Outreach Programs; Student Characteristics; Student Opinion; Surveys; Transfer Students
IDENTIFIERS	Johnson County; Kansas

ABSTRACT

Five studies were conducted to complement and supplement existing accreditation studies for Johnson County Community College (JCCC): (1) "Community Satisfaction with JCCC Programs and Services," (2) "Continuing Education Student Profile," (3) "JCCC Student Success at Four-Year Transfer Institutions," (4) "Followup of Students Attending JCCC During Fall 1970," (5) "Library User Opinion of JCCC Library." Survey instruments are appended to each study. (Author/MJK)

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FIVE JCCC INSTITUTIONAL STUDIES

Part of the Self-Study Process
1973 - 74

JC 750 010

OVERLAND PARK, KANSAS
September, 1974

PREFACE

As part of the final steps toward obtaining North Central accreditation, task forces were impaneled and charged with the responsibility of examining all aspects of the College program in conjunction with existing accreditation studies, reports and follow-up activities. Several task forces made the decision to request that additional research be conducted to complement and supplement existing studies.

Five completed studies are presented in this volume. The purposes are summarized below.

1. Community Satisfaction with JCCC Programs and Services: one survey was conducted to obtain information concerning community awareness of and satisfaction with JCCC and its present programs and services. A second survey of community organizations that had been involved with the College was designed to obtain information on their attitude regarding the community services and programs provided by the College.
2. Continuing Education Student Profile: a study to obtain demographic characteristics of students enrolled in continuing education courses and student opinions concerning the current continuing education program.
3. JCCC Student Success at Four-Year Transfer Institutions: a study to compare the grade point averages at JCCC for students who transferred to four-year institutions with their grade point averages at the transfer institution.
4. Follow-up of Students Attending JCCC During Fall 1970: a study to relate student attendance patterns to student demographic information and grade point averages.

5. Library User Opinion of JCCC Library: a study to identify strengths and weaknesses of the library services as perceived by the students and staff who use the library.

The five studies were coordinated by the Office of Institutional Research in cooperation with the five Task Forces for Community Programs, Community Services, Credit Program: College Transferability, Credit Program: Follow-up, and Student Services. The research staff included Dr. Elaine Tatham, Dr. Diana Kelley, Mr. Ed Williams, Mr. Robert Watkins and Mrs. Pam Parsons. This report describes the procedures and findings of the five studies. Additional information may be obtained from Dr. Tatham or Dr. Kelley.

Harold L. Finch
Vice President

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COMMUNITY SATISFACTION WITH JCCC PROGRAMS AND SERVICES

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COMMUNITY SATISFACTION WITH JCCC PROGRAMS AND SERVICES

I. INTRODUCTION

While participating in the North Central Self-Study, the Community Services and Community Programs Task Forces determined a need to survey community agencies and citizens. This determination was based on the belief that community residents should advise the College in defining the need for and scope of community programs and services. Such information helps ensure that adequate educational, cultural, social, and recreational opportunities are available to the community and that undesirable duplication of effort between JCCC and other colleges and agencies is avoided. Information obtained from surveys of the supporting community enables the College to observe the strengths and weaknesses within the community services and community program areas.

To obtain this information the Community Services and Community Programs Task Forces requested that the office of Institutional Research cooperate with them in designing and conducting two surveys. The first was a random survey of Johnson County residents. The second was a survey of community organizations identified as involved with the College.

II. PURPOSE

The survey of Johnson County residents was designed to obtain information concerning community awareness of and satisfaction with JCCC and its present programs and services. It was of particular interest to know if the participation of community members would increase if changes were made in time, location and range of activities offered.

The survey of Johnson County community organizations that had been involved with the College was designed to obtain information on the attitude of these organizations regarding the community services and programs provided by the College.

Each organization was also requested to provide a brief statement regarding expectations of future involvement with the College.

III. METHODOLOGY

The survey instruments were prepared by members of the Community Programs and Community Services Task Forces and members of the office of Institutional Research. Copies of the two survey instruments are included in the Appendix.

Community Residents Survey

A sample of 100 residents was randomly selected from the total population of Johnson County residents. The sample size of 100 was selected so that for reporting purposes, the obtained percentages would be within 10 percent of the actual population percentages at the 0.05 level of confidence. Eighty-three percent of the sample were selected from the Shawnee Mission area. The remaining 17 percent of the sample were selected from the balance of Johnson County. The percentage of the sample drawn from each of these two areas reflects the percentage of the total Johnson County population residing in the two areas. The Shawnee Mission residents were selected at random from Polk's Shawnee Mission Area Directory, 1973. Area telephone directories were used to select the residents outside the Shawnee Mission area.

Each resident surveyed was administered the questionnaire by telephone by a member of the research staff. When a selected resident could not be contacted or refused to be interviewed, another residence from that same population area was randomly selected to be surveyed. This process was followed until the specified number of residences within each population area had been surveyed. Surveys were conducted during both day and evening hours so that persons working during the day would have an opportunity to participate in the survey.

Community Organizations Survey

The survey instrument and a cover letter were sent to 58 representative community service organizations which had been involved with the College. "Involvement" with the College included using services of the College and/or supplying services to the College. The questionnaire was mailed to the head of each organization with the request that the survey be completed by the person in the organization most knowledgeable about cooperative programs with JCCC. They were requested to return the questionnaire to the Division of Community Cooperation.

IV. SURVEY FINDINGS

Community Residents Survey

The responses to each question are presented in the Table on page 9. Several questions gave the respondent the option of making comments or suggestions. Where possible these comments have been summarized into categories and are referred to in the summary below. The major findings of this survey were:

Awareness of the College

- Ninety-eight percent of the respondents had heard of JCCC prior to being contacted for the survey, and 84 percent of the respondents knew where the College is located.

- Fifty-three percent of the respondents, or a member of their family had been on the JCCC campus. Of those who had been on the campus, 51 percent had come "just to visit," 47 percent to attend a credit course, 19 percent to attend a community social event, 9 percent to attend a JCCC social event and 6 percent to attend a non-credit course.

- A majority (52 percent) of the respondents had obtained information about the College through mail from the College and forty-two percent obtained information through other people. Thirty-four percent had learned about the College from the Johnson County papers and thirty-four percent from the Kansas City Star. Comments made in response to this question support the suggestion that many people are obtaining information about the College from acquaintances and family members.

- Seventy-one percent of the respondents were aware that the College offers programs and services to organizations and individuals in the community in addition to credit courses. Eighty-seven percent of these 71 respondents mentioned Continuing Education courses as the additional programs and services recalled.

- Six percent of the respondents had attended classes or programs sponsored by the College which were held off the College campus. These respondents cited attendance at credit courses, non-credit courses and programs. Considering the large attendance at off-campus JCCC sponsored events, this small percentage may indicate that residents attending such events are not aware that the events are JCCC sponsored.

- A lack of awareness of some specific aspects of the College is suggested by the percentage of respondents who "didn't feel qualified" to answer or "didn't know" the answer to two questions concerning their satisfaction with College programs and services (see next section). Apparently, however, residents are interested in increasing their awareness of the College since 69 percent wished to have their name placed on a mailing list to receive information about the College.

Satisfaction with the College

- Fifty-four percent of the respondents felt that the courses offered by the College meet current student needs. Forty-one percent responded "don't know". For the respondents who did feel qualified to answer the question, 92 percent felt that JCCC courses meet current student needs.

- Seventy-two percent of the respondents felt that the College is meeting educational, cultural and other needs of the community. Twenty-four percent responded "don't have any impression". For the respondents who did feel qualified to answer, 95 percent felt that JCCC is meeting community needs.

Increasing College Participation

- Thirty-seven percent of the respondents felt that mass transit to the College would affect their interest in College participation. Comments made in response to this question suggest that at least some residents might be interested in mass transit if the gas shortage continues or worsens and that some think mass transit would benefit others but not themselves.

- Twenty-six percent of the respondents felt that offering activities and courses at different times of the day or evening or different days of the week would affect their interest in College participation. For the 31 respondents who expressed a preference for a time of day, 65 percent preferred activities or courses offered after 5:00 p.m. through the evening hours, and 35 percent preferred daytime activities. Those respondents preferring evening hours had no preference for any specific evening in the week, nor was any particular day mentioned consistently.

- Twenty-seven percent of the respondents felt that if the College offered different activities, programs, or courses their interest in College participation would increase. When asked to name the activities, courses or programs which would most interest them, the respondents mentioned

50 different courses and programs, many of which are currently being offered by the College. The following types of courses or programs were mentioned most often by the respondents: social or cultural programs - 10 percent; sports or games (courses and clubs) - 14 percent; art or music courses - 12 percent; foreign language courses - 10 percent; manual arts and crafts courses - 18 percent; business and related courses - 10 percent; other programs and courses - 36 percent.

- Forty percent of the respondents felt that offering College programs and courses at different locations would affect their interest in College participation. When asked to name the locations they would prefer, forty-two locations were mentioned, most of which were schools, churches or libraries near the homes of the respondents.

- Twenty-one percent of the respondents felt that a change in any other factors would increase their interest in College participation. Eleven specific changes were mentioned by the respondents but no one change was mentioned consistently. Suggestions to improve the roads and parking, and either offer babysitting during the day or offer courses which finish prior to the time children come home from school were mentioned more than once.

- Ten percent of the respondents were attending adult education courses or educational programs (not for college credit) at other places.

Cable TV

The programs offered by JCCC through cable television are presented via the Overland Park Telecable. However, not all of Johnson county is served by this particular company. Eighty percent of the survey respondents resided in the area served by the Overland Park Telecable. Seventy-eight percent of this 80 percent responded that cable television was available to them. This suggests that some area residents are not aware of the availability of cable television. Of those who realized they had access to telecable, fifty percent had it in their home.

Twenty percent of the survey respondents resided outside the area served by the Overland Park Telecable. Although sixty-five percent of this 20 percent responded that cable television was available to them, only fifteen percent have telecable in their home. Residents who were aware that cable television was available to them but did not have it in their home were informed that JCCC was preparing programs for telecable.

The remaining responses are summarized as follows:

- Ninety-one percent of those with cable television in their home live in the area served by Overland Park Telecable. One third of those with telecable have it primarily for education while the remaining two-thirds have it primarily for entertainment.

- Of the respondents without telecable in their home but with access to it, approximately one-third indicated that JCCC's preparation for cable television would affect their plans for subscribing. This ratio was similar for the area served by Overland Park Telecable and the remaining portion of Johnson County.

Community Organization Survey

Responses were obtained from 29 organizations within the time allotted for the survey. The findings are summarized below.

- Fifty-five percent of the organizations were involved with JCCC through cooperative efforts. Seventy-nine percent used JCCC resources or services and 37 percent responded that JCCC used their resources or services.

- Eighty-two percent of the organizations described their attitude toward JCCC's involvement with them as appropriate for a community college. Sixty-two percent responded that the involvement was compatible with their organization's community service. Six percent responded that JCCC should consider a change in community programs or services. Comments made by organizations responding that changes should be considered reflect a concern over unnecessary duplication of effort between JCCC and other community agencies.

- Eighty-six percent of the organizations described their impressions of JCCC's total community programs and services as appropriate for a community college and helpful to the community. One - no response - accounted for 4 percent and 10 percent responded that changes should be made. Comments made by organizations responding that changes should be made reflect a concern that the College is overextended in terms of staff, facilities and services in this area.

- Twenty-two of the twenty-nine organizations completing the questionnaire provided a brief statement of their expectations regarding involvement with JCCC's community programs and services in the next year or two. These statements suggest that 50 percent of the organizations expect involvement to continue at the current level while 50 percent expect involvement to increase in the next year or two.

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OPINIONS OF JCCC'S COMMUNITY PROGRAMS AND SERVICES
BY JOHNSON COUNTY RESIDENTS

Item	Percent Responding
Prior to this phone call had you heard of JCCC?	
Yes	98
No	2
Do you know where the College is located?	
Yes	84
No	16
Have you or any member of your immediate family been on the JCCC campus?*	
Yes	53
No	47
In what ways have you gained information concerning JCCC?	
From other people	42
Kansas City Star	34
Johnson County papers	34
Mail from the College	52
Radio or TV	3
No information or don't know	12
Did you know that JCCC offers programs and services to organizations and individuals in the community in addition to college credit courses?	
Yes	71
No	29
Have you or any member of your immediate family attended classes or programs sponsored by the College which were held off campus?	
Yes	6
No	94
Would you care to have your name placed on a mailing list to receive information about courses, programs and services offered by the College?	
Yes	69
No	31
Do you feel that the courses offered by the College meet current student needs?	
Yes	54
No	5
Don't know	41
What is your impression concerning whether or not the College is meeting educational, cultural and other needs of the community?	
Meeting them very well	59
Meeting them satisfactorily	13
Needs to offer more	4
Don't have any impression	24
Would the availability of mass transit to the College affect your interest in becoming involved in College activities?	
Yes	37
No	63
Would your interest in College participation increase if College activities, programs and courses were offered at different times of the day or evening or different days of the week?	
Yes	26
No	60
Don't know	14
Would your interest in College participation increase if the College offered different activities, programs or courses?	
Yes	27
No	55
Don't know	18

* For each family responding "yes," an average of two persons per family had been on the campus.

OPINIONS OF JCCC'S COMMUNITY PROGRAMS AND SERVICES
BY JOHNSON COUNTY RESIDENTS
(continued)

Item	Percent Responding
Would your interest in College participation increase if College activities, programs and courses were offered at different locations?	
Yes	40
No	57
Don't know	3
Would a change in any other factors increase your interest in College participation?	
Yes	21
No	79
Are you or any members of your family attending any adult education courses or educational programs not for college credit at other places?	
Yes	10
No	90
If Yes: Where?	
Church	1
Other College or University	3
Community Center	2
Other	5
Is Cable TV available to you?	
Yes	75
No	20
Don't know	5
If Yes: Do you have Cable TV in your home?	
Yes	34
No	41
If Yes: Do you have Cable TV primarily for education or entertainment?	
Education	13
Entertainment	21
If No: JCCC is preparing programs for Cable TV. Would this affect your plans for subscribing to Cable TV?	
Yes	12
No	28
No response	1

APPENDIX

SURVEY INSTRUMENTS

Name _____ Phone _____

Address _____

_____

CALL RECORD

Time	Date	Respondent	Remarks

COMMUNITY PROGRAMS & SERVICES

Is this residence of ____(person's name)____?

May I speak to ____(person's name)____? If they are not available, ask if they may be reached at work or later at home. Record number and time to call back.

When contacted:

This is _____. I am calling concerning a survey being conducted to determine whether the citizens of Johnson County are aware of post-high school educational opportunities available to them and if they are satisfied with these opportunities.

1. Are you aware of any public institutions in Johnson County offering individuals educational opportunities beyond the high school level?

_____Yes Will you name them please?

_____JCCC
_____Mid America Nazarene College
_____University Extension
_____Vocational Schools
_____Other (specify) _____

If JCCC is not mentioned, ask:
Have you heard of JCCC?
_____Yes
_____No

_____No Have you heard of JCCC?
_____Yes
_____No

I am with Johnson County Community College. As part of our self-study for our North Central accreditation, we are seeking information which will improve our services to the community. May I ask you a few questions?

If yes, proceed.

If they refuse, ask if it would be more convenient to call back later. (If so, note time for recall in Call Record on previous page.)

If they had not heard of JCCC, go to questions 9-16.

If they have heard of JCCC, continue to question 2.

2. Do you know where the College is located?

_____Yes
_____No (Tell respondent the location of the College).

3. In what ways have you gained information concerning Johnson County Community College?

_____From other people
_____Kansas City Star
_____Johnson County papers
_____Mail from the College
_____Radio or TV
_____If they say none, or don't know--put any comment made:

_____

_____.

4. Do you feel that the courses offered by the College meet current student needs?

_____Yes
_____No
_____Don't know

5. Did you know that JCCC offers programs and services to organizations and individuals in the community in addition to College Credit Courses?

_____Yes Please name any you recall _____

_____

_____No

6. Have you or any member of your immediate family been on the JCCC campus?

_____Yes 1) For what purpose? _____Courses: _____Credit
_____Non-credit
_____Don't know
_____Visit: _____JCCC/Social
_____Community/Social
_____Other

2) How many family members have attended? _____

_____No

7. Have you or any member of your immediate family attended classes or programs sponsored by the College which were held off campus?

_____Yes For what purpose? _____Courses: _____Non-credit, _____Credit
_____Don't know
_____Programs (Specify) _____

_____

_____Other (Specify) _____

_____

_____No

8. What is your impression concerning whether or not the College is meeting educational, cultural and other needs of the community?

_____Meeting them very well
_____Meeting them satisfactorily
_____Needs to offer more
_____Don't have any impression
_____Recommendation _____

_____

_____

9. Would the availability of mass transit to the College affect your interest in becoming involved in College activities, courses and programs?

_____Yes
_____No

10. Would your interest in College participation increase if College activities, programs, and courses were offered at different times of the day or evening or different days of the week?

_____Yes What times and/or days would you prefer? _____
_____No
_____Don't know What times and/or days would be best for you? _____

_____

11. Would your interest in College participation increase if the College offered different activities, programs or courses?

_____Yes What activities, programs, or courses would most interest you? _____

_____

_____No
_____Don't know What activities, programs or courses would most interest you?

_____

12. Would your interest in College participation increase if College activities, programs and courses were offered at different locations?

_____Yes What locations would you prefer? _____
_____No
_____Don't know What locations would be best for you? _____

_____

13. Would a change in any other factors increase your interest in College participation.

_____Yes What changes do you suggest? _____

_____

_____No

14. Are you or any members of your family attending any adult education courses or educational programs not for College credit at other places?

_____Yes
_____No
_____If yes: Church _____
Other College or Univ. _____
Community Center _____
Other - Where? _____

15. Is Cable TV available to you?

_____Yes Do you have Cable TV in your home?

_____Yes Do you have Cable TV primarily for education or entertainment?
_____Education
_____Entertainment

_____No Johnson County Community College is preparing programs for Cable TV? Would this affect your plans for subscribing to Cable TV?
_____Yes
_____No

_____No
_____Don't know

16. Would you care to have your name placed on a mailing list to receive information about courses, programs and services offered by the College?

_____Yes
_____No

Closing: Thank you for taking your time to help JCCC complete this survey.

January 22, 1974

Dear Friend:

As part of JCCC's self-study for the North Central Association accreditation process, we are seeking an evaluation of the College's involvement with community organizations. The goal of this activity is to help us improve our services and community cooperation. Would you be kind enough to give the enclosed questionnaire to someone in your organization who has worked with the College?

Additional forms are available if there are more individuals that you would like to have participate. Please call us at 888-8500.

Remarks need not be lengthy, and the questionnaire may be returned anonymously. We would appreciate receiving it in the enclosed envelope by February 1st.

Thank you very much for your assistance.

Sincerely,

John Pearce
Director of Community Cooperation

JP/ps

WRITTEN SURVEY OF ORGANIZATIONS

As part of JCCC's self-study for the North Central Association accreditation process, we are seeking an evaluation of the College's involvement with community organizations. The goal of this activity is to help us improve our services and community cooperation. As an individual who has worked with the College, will you please fill out this questionnaire?

Remarks need not be lengthy, and the questionnaire may be returned anonymously. We would appreciate receiving it in the enclosed envelope by February 1st. Thank you very much for your assistance.

1. In what ways has your organization been involved with JCCC?

_____Cooperative efforts

_____Using JCCC resources or services

_____JCCC using your resources or services

A brief description of the nature of the relationship: _____

_____

_____

(For additional space, use back of sheet.)

2. Please check any of the following that describe your attitude about JCCC's involvement with <u>your organization</u>:

_____Appropriate for a community college

_____Compatible with your organization's community service

_____JCCC should consider a change in community programs or services

Specify: _____

_____

3. Based on your information about JCCC's <u>total</u> community programs and services, please check which of the following best describes your general impression:

_____Appropriate for a community college and helpful to the community

_____Changes should be made. Specify: _____

_____

_____Don't have a general impression

4. Brief statement of your expectations regarding your organization's involvement with JCCC's community programs and services in the next year or two:

_____

_____

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CONTINUING EDUCATION STUDENT PROFILE

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CONTINUING EDUCATION STUDENT PROFILE

I. INTRODUCTION

Continuing Education classes began during the 1970 spring semester with 273 enrolled in 11 courses. The number enrolled in continuing education classes increased from 417 enrolled in 23 courses during the fall of 1970 to 5075 enrolled in 162 courses during the fall of 1973. Although the number served through the continuing education courses has increased rapidly to this time, no data about these students had been collected. Student demographic data and opinions about the current continuing education program are useful in planning and developing future continuing education courses and activities.

II. PURPOSE

The major purposes of the study were to obtain data on the demographic characteristics of students enrolled in continuing education courses and student opinions concerning the current continuing education program.

III. METHODOLOGY

Sample

Students participating in the study were selected from those enrolled in continuing education courses during the spring of 1974. With a total enrollment of 4221, the sample size (N=367) was selected so that for reporting percentages a discrepancy of as much as five percent would be significant at the 0.05 level. Twenty-seven classes and activities were chosen at random for participation in the survey. A list of these classes is included in Appendix A.

The classes selected met in a variety of locations. Twenty-nine percent met in a junior or senior high school, 27 percent met on the JCCC campus, 28 percent met in a county library, 14 percent met in a church and the remaining 2 percent met in other locations.

Procedure

The questionnaire was administered to each class by a member of the Continuing Education Division staff. A copy of the questionnaire is included in Appendix B.

IV. SURVEY FINDINGS

Table 1 presents selected continuing education characteristics and course related preferences for men and women. Table 2 presents continuing education student opinion of JCCC and their future education plans. Table 3 presents student opinion of course fees with the responses categorized on the basis of the hourly course fee.

Continuing Education Student Characteristics

- Twenty-three percent had been enrolled in a JCCC continuing education class before.
- Ten percent had been enrolled in a JCCC credit class and 35 percent planned to enroll in credit courses at JCCC.
- Twenty-three percent had used other college services.
- Approximately 27 percent of the continuing education students were men and 73 percent were women.
- Approximately 69 percent of the men and 59 percent of the women were ages 31 and over.
- Of the men, 14 percent had a family income less than $10,000 but 63 percent had a family income of $15,000 or more.
- Of the women, 20 percent had a family income less than $10,000 but 55 percent had a family income of $15,000 or more.
- Forty-seven percent of the men and 39 percent of the women had at least a bachelor's degree.

Thirty-four percent of the students were homemakers. Ten percent did not specify their occupations, three percent were students and two percent were retired. The remaining 51 percent who did specify their occupations were primarily professionals, technicians, office managers (28 percent) or clerical staff (11 percent).

Fifty-two percent responded that they first learned about the JCCC continuing education program through a brochure in the mail. This effectiveness of mailing brochures is identical with results on page 5 obtained in the community survey.

Continuing Education Course Related Preferences

- The men indicated a preference for the following four types of classes: job improvement (37%), hobby (34%), practical skill (32%) and college level for credit (21%).

- The women indicated a preference for the following five types of classes: hobby (46%), college level for credit (34%), practical skills (26%), job improvement (21%) and homemaker classes (21%).

- Four percent of the men and nine percent of the women expressed interest in basic education courses.

- The men indicated a preference for evening classes (50%) and weekend classes or workshops (21%).

- Women expressed a preference for evening classes (45%). However, 27 percent indicated a preference for day classes and 16 percent for weekend classes or workshops.

- The evenings most convenient for men were Wednesday (48%), Tuesday (45%), Thursday (37%), Monday (24%) and Friday (6%).

- The evenings most convenient for women were Tuesday (45%), Wednesday (36%), Monday (24%), Thursday (21%) and Friday (9%).

- Approximately 27 percent of the men and women would enroll in a Saturday morning class. Sixty-six percent would enroll during the summer.

- Sixty-three percent of the men and 47 percent of the women would prefer to attend classes one evening a week. Thirty-two percent of the men and 20 percent of the women would attend two evenings a week. Five percent of the men and 33 percent of the women would attend once or twice a week during the day.

- Approximately 34 percent would prefer to receive credit for the College course they were taking.

- Although 29 percent expressed no interest in securing a degree or certificate during the next five years, 71 percent would like to obtain a degree or certificate during the next five years.

- The characteristic best liked about the continuing education program was the variety of courses offered.

- Approximately one out of four students cited the instructor as what they liked best about the class. The three other reasons cited most frequently were that the class was informative, there was an opportunity to learn at their own rate and the class was informal.

- Less than one-third of the students responded to the question asking what they liked least about the class. The four major comments were that the class was too short, class was too crowded, class should be offered at different location, and there were too many class interruptions.

- The three major reasons for taking the continuing education course or activity were personal enrichment or family interest, general information, and job improvement or advancement.

- Thirty percent responded that the JCCC campus was the best location for continuing education classes. Two percent specified Olathe, slightly less than one percent specified DeSoto, and two percent specified Kansas City, Missouri. The remaining 65 percent cited locations within the Shawnee Mission area.

Continuing Education Student Opinions of JCCC

The students responded that:

- The instructors are good or very good (92%).

- Amount of work demanded was just about right (91%).

- The instructor showed a lot of interest (94%).

- Consider the class to be very good or good (87%).

- Opinion of JCCC since attending a class compared to before attending was more favorable (63%).

- Overall rating of JCCC was very good or good (95%).

- Would encourage others to attend continuing education classes offered by JCCC (99.7%).

Continuing Education Student Opinion of Course Fees

Overall, students expressed that course fees were either inexpensive or moderate. Less than five percent of the students in courses with fees felt that the fee was expensive. A maximum of three students in any one class expressed this opinion.

V. DISCUSSION AND RECOMMENDATIONS

The opinions related to course preferences were expressed by students enrolled in continuing education classes. Members of the community not enrolled in continuing education classes may have expressed different preferences. However, these obtained opinions do indicate some avenues to explore. These students expressed a very high degree of satisfaction and indicated the important role of friends and relatives in learning about JCCC. The respondents to the

community survey (see page 5) also indicated that other people and newspapers were sources of information about JCCC. Many community members may not yet be fully aware of the current continuing education program. The community survey showed that for approximately one-half the families in Johnson County, no member had been on the JCCC campus. The community survey also showed that 69 percent of the families would like to receive information via mail about College courses, programs and services. Therefore, the opinions expressed by community members enrolled in continuing education courses form a good basis upon which to make decisions related to some community needs. The following recommendations are made:

- Explore the feasibility of offering some weekend classes or workshops.
- Compare course offerings to the course preferences indicated on this survey. Students may not classify a course in the same way that the JCCC staff does. However, these comparisons may indicate whether more classes are needed in certain areas.
- Consider additional job improvement and practical skill courses. These seem to be of particular interest to men.
- Continue expansion of course offerings off campus and outside the Shawnee Mission area. The low percentage citing a preference for these areas may reflect a low percentage of community members living in these areas and enrolled in continuing education courses.

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TABLE 1

SELECTED CONTINUING EDUCATION STUDENT CHARACTERISTICS AND COURSE RELATED PREFERENCES
Spring 1974

Item	Male (N=100)	Female (N=267)	Total (N=367)
Age			
20 or under	7.1%	3.4%	4.4%
21 to 30	23.5	37.9	34.0
31 to 45	43.9	35.7	37.9
46 to 60	16.3	19.3	18.5
61 or over	9.2	3.7	5.2
	100.0	100.0	100.0
Family Income			
Less than $5,000	1.1	2.0	1.7
$5,000 to $10,000	12.8	18.0	16.5
$10,000 to $15,000	23.4	25.3	24.8
$15,000 to $20,000	28.7	24.9	26.0
$20,000 or over	34.0	29.8	31.0
	100.0	100.0	100.0
Education Completed			
First to eighth grade	2.0	1.1	1.4
Some high school	10.0	3.7	5.4
High school graduate	16.0	18.0	17.4
Less than two years of college	15.0	20.2	18.8
A.A. degree or two years of college	1.0	6.8	5.2
More than two years, but less than four years	9.0	11.2	10.6
B.A. or advanced degree	47.0	39.0	41.1
	100.0	100.0	100.0
Classes students might take if offered			
Hobby classes	34.0	46.1	42.8
Basic education classes	4.0	9.0	7.6
High school credit classes	2.0	0.4	0.8
Job improvement classes	37.0	21.0	25.3
College level classes for credit	21.0	33.7	30.2
Practical skill classes	32.0	25.5	27.2
Homemaker classes	0.0	21.3	15.5
Day-time classes	2.0	27.0	20.2
Evening classes	50.0	44.9	46.3
Week-end classes or workshops	21.0	15.7	17.2
Other	3.0	4.1	3.8
Evening most convenient			
Monday	24.0	24.0	27.2
Tuesday	45.0	44.9	45.0
Wednesday	48.0	35.6	39.0
Thursday	37.0	21.3	25.6
Friday	6.0	8.6	7.4
Would enroll in Saturday morning class			
Yes	26.3	27.8	27.4
No	73.7	72.2	72.6
	100.0	100.0	100.0
Would want to attend classes			
One evening a week	62.9	46.7	50.9
Two evenings a week	32.0	20.4	23.5
One morning or afternoon a week	3.1	20.7	16.0
Two mornings or afternoons a week	2.0	12.2	9.6
	100.0	100.0	100.0
Would enroll in a course during summer			
Yes	60.6	68.4	66.3
No	39.4	31.6	33.7
	100.0	100.0	100.0
Prefer to receive college credit for the course now attending			
Yes	32.6	34.0	33.6
No	67.4	66.0	66.4
	100.0	100.0	100.0
Opinion of JCCC since attending a class compared to before attending			
More favorable	62.2	63.7	63.3
Less favorable	2.2	0.0	0.6
Remained the same	35.6	36.3	36.1
	100.0	100.0	100.0

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TABLE 2

JCCC CONTINUING EDUCATION STUDENT OPINION OF THE CONTINUING EDUCATION PROGRAM AND FUTURE EDUCATION PLANS
Spring 1974

Item	Total (N=367)
Given the opportunity, would like to earn the following degree or certificate during the next five years	
None	28.9%
High school diploma	3.0
Certificate or license for occupation such as electrician, beautician, real estate salesman	6.6
Two-year college degree (A.A.)	11.0
Four-year college degree (B.A.)	17.9
Master's degree (M.A.)	19.0
Doctoral degree	6.5
Other	7.1
	100.0
First learned about the JCCC continuing education program	
Brochure in mail	52.4
Friend or relative	20.7
Newspaper	13.7
Radio	0.7
Employer	6.0
Other	6.5
	100.0
Registered for course	
By mail	70.0
In person at the College	22.0
In person at first class meeting	8.0
	100.0
Two characteristics best liked about the continuing education program	
Variety of courses offered	58.6
Easy to register	28.6
Learning at your own rate	24.5
Quality of instruction	28.3
No homework required	17.4
Conveniently located classes	33.0
Other	3.0
Took course or activity	
For general information	25.6
To improve or advance in a job	21.5
To get a new job	4.6
For personal enrichment or family interest	52.3
For social or recreational reasons	11.2
Other	7.6
Class meets	
JCCC campus	27.1
Junior high or high school	28.9
Library	27.6
Church	14.1
Place of work	0.3
Other	2.0
	100.0
Consider the continuing education class to be	
Very good	48.9
Good	38.0
Average	11.9
Poor	1.2
Very poor	0.0
	100.0
Would encourage others to attend continuing education classes offered by JCCC	
Yes	99.7
No	0.3
	100.0

TABLE 2
(continued)

Item	Total (N=367)
Quality of instructor	
Very good	60.8%
Good	31.0
Average	7.9
Poor	0.3
Very poor	0.0
	100.0
Amount of work demanded by instructor	
Too much	0.7
Not enough	8.5
Just about right	90.8
	100.0
Degree of interest shown by instructor	
A lot	93.9
Some	6.1
None	0.0
	100.0
Have enrolled in a JCCC continuing education class before	
Yes	22.7
No	77.3
	100.0
Have enrolled in a credit class at JCCC	
Yes	10.3
No	89.7
	100.0
Plan to enroll in credit courses at JCCC	
Yes	35.4
No	64.6
	100.0
Have used other college services	
Yes	23.2
No	76.8
	100.0
Overall rating of JCCC	
Very good	54.0
Good	40.7
Average	5.0
Poor	0.3
Very poor	0.0
	100.0

TABLE 3

STUDENT OPINION OF COURSE FEE CATEGORIZED
BY HOURLY COURSE FEE
Spring 1974

Approximate Hourly Fee*	Inexpensive	Moderate	Expensive	Total
Free (N=15)	100.0	0.0	0.0	100.0%
Thirty-three cents (N=19)	63.2	36.8	0.0	100.0
Seventy-five cents (N=68)	42.6	57.4	0.0	100.0
Ninety cents (N=39)	23.1	74.4	2.5	100.0
One dollar (N=70)	27.2	65.7	7.1	100.0
More than $1.00 but less than $1.30 (N=106)	25.5	64.2	10.3	100.0
More than $1.60 but less than $2.25 (N=21)	19.0	81.0	0.0	100.0

* Hourly fee was determined by dividing the course fee by the number of course contact hours.

APPENDIX A

CONTINUING EDUCATION CLASSES SELECTED AT RANDOM FOR PARTICIPATION IN THE SURVEY

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CONTINUING EDUCATION CLASSES SELECTED AT RANDOM FOR PARTICIPATION IN THE SURVEY

Art and Music

Acrylic Painting ($30 fee, 10 3-hour sessions)
Porchino Clay Sculpturing ($9 fee, 5 2-hour sessions)

Business and Finance

PERT-CPM Management Fundamentals ($35 fee, 8 2-hour sessions)
Family and Personal Estate Planning ($15 fee, 8 2-hour sessions)
Effective Supervisory Practices ($15 fee, 6 2-hour sessions)

Cultural Affairs

Understanding Art ($3 fee, 6 1½-hour sessions)
Creative Writing ($40.50 fee, 16 2½-hour sessions)
Man About Books (Free, 5 1½-hour sessions)

Developmental Skills

GED Test Preparation (Free, 24 2-hour sessions)
Speedreading ($30 fee, 12 2-hour sessions)

Folk Arts

Fashion Crocheting I ($9 fee, 5 2-hour sessions)
Quick and Easy Quilting ($9 fee, 5 2-hour sessions)

Foreign Lanuage

Spanish for Travelers ($30 fee, 12 2-hour sessions)

Home and Family

Sewing, Basic ($30 fee, 10 3-hour sessions)
Young Child Creates ($7 fee, 3 2-hour sessions)
Picture Framing, Mounting, Matting ($9 fee, 4 2½-hour sessions)

Human Relations

Happiness is Understanding Yourself and Others ($6 fee, 2 3-hour sessions)

Office Education

Typing I ($30 fee, 13 2-hour sessions)
Typing Refresher ($30 fee, 12 2-hour sessions)

Photography

Darkroom Techniques ($30 fee, 6 3-hour sessions)

Practical Know-how

Welding ($35 fee, 10 3-hour sessions)
Small Gasoline Engine Repair ($25 fee, 10 2½-hour sessions)
Tune Up, Carburetion and Emission Control ($17 fee, 5 3-hour sessions)

Sports and Recreation

Contemporary Exercise - 2 classes ($9 fee, 12 1-hour sessions)
Practical Bicyling ($9 fee, 4 2-hour sessions)

Views

Housework - Work Smarter, Not Harder ($4.50 fee, 3 2-hour sessions)

APPENDIX B

SURVEY INSTRUMENT

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JOHNSON COUNTY COMMUNITY COLLEGE

Continuing Education Student Survey

DIRECTIONS: We would like your assistance in helping us complete a study of the characteristics of those enrolled in continuing education activities provided by the College. In this questionnaire, you are asked to provide certain information that will help us plan and develop the kinds of educational opportunities you desire. All of the questions can be answered by a few words or by placing a (✓) in the appropriate space. Please answer all questions as accurately as possible. Your cooperation by participating in this survey will help us improve your College.

PART I (General)

1. Age: _____20 or under
_____21 to 30
_____31 to 45
_____46 to 60
_____61 or over

2. Sex: _____Male
_____Female

3. Occupation: _____

4. Family Income: _____Less than $5,000
_____$5,000 to $10,000
_____$10,000 to $15,000
_____$15,000 to $20,000
_____$20,000 or over

5. Education Completed: (Check highest level completed)

_____First to eighth grade
_____Some high school
_____High school graduate
_____Less than two years of College
_____A.A. Degree or two years of College
_____More than two years but less than four years of College
_____B.A. or advanced degree

6. If you had the opportunity, what educational degrees or certificates would you like to earn in the next five years? (check all those you want)

_____None
_____High school diploma
_____Certificate or license needed for an occupation such as electrician, beautician, real estate salesman
_____Two-year college degree (A.A.)
_____Four-year college degree (B.A.)
_____Masters degree (M.A.)
_____Doctoral degree
_____Other (please specify) _____

PART II (Continuing Education Program)

1. How did you first learn about the JCCC Continuing Education program?

_____Brochure in mail
_____From a friend or relative
_____Newspaper
_____Radio
_____Employer
_____Other (please specify) _____

2. Did you register for your course:

_____By mail
_____In person at the College
_____In person at your first class meeting

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3. Please check the kinds of classes you might like to take if they were offered through JCCC Continuing Education. (check one or more)

_____Hobby classes
_____Basic education classes
_____High school credit classes
_____Job improvement classes
_____College level classes for credit
_____Practical skill classes
_____Homemaker classes
_____Day-time classes
_____Evening classes
_____Week-end classes or workshops
_____Other (please specify) _____

4. Please list any specific courses you would take if offered.

_____

_____

5. For you, where is the best location for continuing education classes? (name an area, city, or specific place such as a school, library, church, etc.)

_____

6. Which one evening is the most convenient for you to attend classes?

_____Monday
_____Tuesday
_____Wednesday
_____Thursday
_____Friday

7. Would you enroll in a class held Saturday morning?

_____Yes
_____No

8. How often would you want to attend classes?

_____One evening a week
_____Two evenings a week
_____One morning or afternoon a week
_____Two mornings or afternoons a week

9. Would you enroll in a course held during the summer?

_____Yes
_____No

10. What two of the following best describe what you like about the continuing education program?

_____Variety of courses offered
_____Easy to register
_____Learning at your own rate
_____Quality of instruction
_____No homework required
_____Conveniently located classes
_____Other (please specify) _____

PART III (Continuing Education Class)

1. Why did you take this course or activity?

_____For general information
_____To improve or advance in a job
_____To get a new job
_____For personal enrichment or family interest
_____For social or recreational reasons
_____Other (please specify) _____

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2. Where does your class meet?

_____JCCC campus
_____Junior High or High School
_____Library
_____Church
_____Place of work
_____Other (please specify) _____

3. Would you prefer to receive College credit for the course you are now attending?

_____Yes
_____No

4. At this time do you consider your continuing education class to be:

_____Very good
_____Good
_____Average
_____Poor
_____Very poor

5. Would you encourage others to attend continuing education classes offered by JCCC?

_____Yes
_____No (Why not? _____)

6. What do you like least about this class? _____

_____

7. What do you like best about this class? _____

_____

8. Quality of instructor:

_____Very good
_____Good
_____Average
_____Poor
_____Very poor

9. Amount of work demanded by the instructor:

_____Too much
_____Not enough
_____Just about right

10. Degree of interest shown by the instructor:

_____A lot of interest
_____Some interest
_____No interest

11. Do you feel that the fee charged for your continuing education class was:

_____Expensive
_____Moderate
_____Inexpensive

PART IV (General Information)

1. Have you enrolled in a JCCC continuing education class before?

_____Yes
_____No

2. Have you enrolled in a credit class at JCCC?

_____Yes
_____No

3. Do you plan to enroll in credit courses at JCCC?

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_____Yes
_____No

4. In addition to your continuing education class have you used other services provided by JCCC such as counseling, library, College plays, concerts, athletic events, art exhibits, summer recreation clinics for youth, etc.?

_____Yes
_____No

5. What is your opinion of JCCC since attending a class as compared to before attending?

_____Is more favorable
_____Is less favorable
_____Has remained the same

6. Your overall rating of JCCC:

_____Very good
_____Good
_____Average
_____Poor
_____Very poor

In the space below, feel free to make additional comments.

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JCCC STUDENT SUCCESS AT FOUR-YEAR TRANSFER INSTITUTIONS

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JCCC STUDENT SUCCESS AT FOUR-YEAR TRANSFER INSTITUTIONS

I. INTRODUCTION

One measure of the College's success in meeting the needs of JCCC students who transfer to four-year institutions is the success of these students at the transfer institutions. Measurement of success at the transfer institution is compounded by variables such as student maturation, personal problems, changes in career plans, relative priority of education in an individual's life, size of transfer institution compared to JCCC, the transfer institution's utilization of graduate students for instruction, the limitations for withdrawal from a course and the use of a grade of "F" at the transfer institution as opposed to JCCC's use of the "I" denoting incomplete. The majority of these extraneous variables are difficult or impossible to control. However, data on students who do transfer are indicative of the overall success of JCCC in meeting these student needs.

During June 1973, a study (See Appendix A) was completed concerning the relationship of JCCC grades to Kansas State Teachers College of Emporia (KSTC) grades for 32 students who transferred. The students continued to perform at KSTC at the same level as that obtained while attending JCCC. For each student, the grade point average at KSTC was typically similar to the grade point average at JCCC.

Due to the many extraneous variables previously cited, additional data analyses were needed to obtain information about other students transferring to KSTC and about students transferring to other institutions.

II. PURPOSE

The purpose of this study was to compare the grade point averages at JCCC for students who transferred to four-year institutions with their grade point averages at the transfer institutions.

III. METHODOLOGY

Sample

The transfer students were identified as students who had requested prior to the fall of 1972 that a transcript be sent by JCCC to another institution. In each case, the transfer institution was asked to verify that the student was or had been in attendance. With a very few exceptions, each student had been at JCCC at least two semesters and at the transfer institution for at least two semesters. Of the 324 transfer students, 98 had graduated from JCCC with an Associate of Arts Degree.

Analysis

The *t*-test for dependent samples was used to compare grade point averages at JCCC with grade point averages at the transfer institution.

In addition to doing the analysis for all transfer students as a group, separate analyses were completed for institutions to which at least 15 JCCC students had transferred. These six institutions were the University of Kansas, Kansas State University, University of Missouri at Kansas City, Kansas State College of Pittsburg, Kansas State Teachers College of Emporia and Avila. The remaining institutions other than Rockhurst College were classified as other Kansas institutions, other non-Kansas private institutions and other non-Kansas public institutions. Separate analyses were completed for these three groups of institutions. Another analysis was completed for students who transferred to Rockhurst or Avila since it was anticipated these two colleges would be similar. However, the results indicated a lack of similarity. So a separate analysis was also done for Rockhurst College although only nine students transferred there. A separate analysis was also completed for the 98 students who graduated from JCCC with an Associate of Arts Degree.

For each of these classifications, grades at JCCC were plotted versus grades at the transfer institutions. The twelve graphs appear in Appendix B. In each case, the Pearson r correlation was calculated.

IV. RESULTS

Group Mean Comparisons

The comparisons of each group mean grade point average at JCCC with its group mean grade point average at the transfer institution are shown in Table 1. Excluding the University of Kansas and Kansas State University, students who transferred to Kansas institutions maintained approximately the same grade point average at the four year institution as they had while at JCCC. Excluding Avila College, students transferring to private institutions outside of the state of Kansas also continued to maintain approximately the same grade point at the transfer institution as they had while at JCCC.

The group grade point averages for JCCC students who transferred to Avila College, the University of Kansas, Kansas State University and non-Kansas public institutions were significantly lower ($p < .01$) at these institutions.

As a group, students who graduated from JCCC with an Associate of Arts Degree had a significantly lower ($p < .01$) grade point average at the transfer institution than at JCCC. However, it should be noted that 59 percent of these students transferred to the University of Kansas, Kansas State University or the University of Missouri at Kansas City. An additional eight percent went to public institutions outside of Kansas. Two further analyses were completed using the t-test for dependent samples for students who received an Associate of Arts Degree prior to transferring. These students were divided into two groups. One group with 65 students transferred to the University of Kansas, Kansas State University or a public institution outside of Kansas. The second group with 33 students transferred to either a private institution outside of Kansas or a Kansas

institution other than the University of Kansas and Kansas State University. These analyses indicated that the type of institution is a variable related to performance at the transfer institution. The JCCC graduates who transferred to the University of Kansas, Kansas State University or a public university outside of Kansas obtained significantly lower grade point averages at the transfer institution. However, those JCCC graduates who transferred to a private college outside Kansas or to a Kansas institution (excluding the University of Kansas or Kansas State University) continued to maintain grade point averages at the transfer institution which were not significantly different from grade point averages at JCCC.

Correlation Coefficients

The grade point averages at JCCC correlated significantly with the grade point averages at all Kansas institutions (including the University of Kansas and Kansas State University), Rockhurst College and non-Kansas public institutions except the University of Missouri at Kansas City. At these transfer institutions, if student A had a better grade point average at JCCC than student B did, then student A tended to have a higher grade point average at the transfer institution than student B did.

V. DISCUSSION

Kansas Transfer Institutions

Students transferring to the University of Kansas and Kansas State University did not generally obtain as high a grade point average as they did while at JCCC. However, these students maintained approximately their same positions relative to each other. Students transferring to other Kansas institutions not only maintained approximately their same positions relative to each other but continued to maintain the same grade point average they had while at JCCC. The grade point averages at the University of Kansas and Kansas State University

for JCCC students who transferred there may be lower than at JCCC for several reasons. Some of these reasons may be associated with problems confronted by a student transferring to a large university. Instructors at JCCC may be more accessible than the instructional staff at these two transfer institutions (University of Kansas and Kansas State). Students at JCCC do not receive F's. At these two transfer institutions, students may receive F's because they do not bother to withdraw from a class if they feel they are failing but decide they don't care. There may be other explanations but the two cited are reasonable possibilities.

Non-Kansas Transfer Institutions

At Avila College and the University of Missouri at Kansas City, students did not maintain their positions relative to each other and their grade point averages were not as high at the transfer institution as they were at JCCC. An examination of the data plotted for the University of Missouri at Kansas City (UMKC) revealed that three students received a 0.00 grade point average there. For these three students, there are many possible personal reasons for doing so very poorly. The data for two students with a high B average at JCCC who received a 0.00 average at UMKC contributed to the lack of significance for the Pearson r correlation coefficient. When the three students with a 0.00 grade point average were excluded, the correlation coefficient was significant at the 0.01 level ($r = .53$). The remaining 31 students may not have done as well at UMKC as they had at JCCC for reasons similar to those previously cited for students transferring to the University of Kansas and Kansas State University.

The plotted data for students transferring to Avila College is dissimilar from the plotted data for all other transfer institutions. This lack of similarity may be related to factors such as the characteristics of individuals who select Avila or the grading used at Avila. Except for one student, they all

obtained at least a C average at Avila. Students attending all other private colleges outside Kansas continued to maintain a grade point average comparable to their JCCC grade point average.

Students transferring to other non-Kansas public institutions may have obtained lower grade point averages there than at JCCC for reasons similar to those cited for the University of Kansas and Kansas State University.

VI. SUMMARY

The three major results of this study are listed below.

- Students who transferred to private colleges, Kansas State Teachers College of Emporia, Kansas State College of Pittsburg, Fort Hays Kansas State College, Wichita State University and Washburn University continued to maintain grade point averages at the transfer institution similar to those at JCCC.

- A statistically significant variation was noted between the performance of students transferring to very large public universities and the performance of students transferring to smaller institutions. At the University of Kansas, Kansas State University, and the University of Missouri-Kansas City, former JCCC students had lower grade point averages when compared to their grades at JCCC.

- If students who obtained a 0.00 grade point average at the transfer institution are excluded, students who transferred tended to maintain their positions relative to each other. That is, Student A who had a higher GPA than Student B at JCCC continued to have a higher GPA at the transfer institution.

The students included in this study attended JCCC during the first few years of the College's operation. Some of these students might never have attended any college if JCCC had not been in existence. For students with no prior college work attending JCCC during the fall of 1969, previous research has shown that 73 percent of the full-time and 63 percent of the part-time students selected JCCC either because of convenience or low cost. Students may have again selected their transfer institutions not only on the basis of available educational programs but on the basis of cost or convenience without consideration of the impact of a large institution on their academic success.

However, grade point average at the transfer institution is not the only measure of success. Some students who transferred may never have attended a four-year institution if they had not done well at JCCC. Such students can be considered successful even if their GPA is somewhat lower at the transfer institution.

Four implications of this study are listed below.

- Students who attend JCCC at least one year and transfer to a four-year institution are provided with an instructional climate at JCCC which enables them to continue successfully at the transfer institution. (See also page 71 and 78 of the following study: "Follow-Up of Students Attending JCCC During Fall 1970").

- Students planning to transfer to large public universities need an opportunity while at JCCC to become more aware of the demands on a student at these large schools. There are undoubtedly some students who should be advised to continue their education at a smaller public or private institution rather than at a large public university.

- Further study is needed to obtain student perceptions concerning the reasons why some students transferring to very large public universities have slightly lower GPA's at the transfer institution.

- Since these students attended JCCC during the first years of operation, the study needs to be replicated to ascertain whether the results of this study apply to current JCCC students.

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TABLE 1

COMPARISON OF GRADE POINT AVERAGES
JCCC VERSUS TRANSFER INSTITUTION

Category	Mean GPA JCCC	Mean GPA Transfer	Mean GPA Difference	Standard Error of Difference	Comparison of Group Means t-score	Correlation Coefficient r
Kansas Institutions						
University of Kansas (N=116)	3.00	2.47	0.53	0.07	7.57	.52
Kansas State (N=35)	2.97	2.68	0.29	0.07	4.14	.71
KSC Pittsburg (N=21)	2.81	2.75	0.06	0.06	n.s.	.90
KSTC Emporia (N=38)	2.94	3.01	-0.07	0.05	n.s.	.87
Other Kansas* (N=16)	2.93	2.64	0.29	0.17	n.s.	.58
Non-Kansas Institutions						
Avila (N=15)	3.25	2.67	0.58	0.17	3.41	n.s.
Rockhurst (N=9)	3.40	3.25	0.15	0.11	n.s.	.77
UMKC (N=34)	3.18	2.42	0.76	0.18	4.22	n.s.
Other Private* (N=16)	2.98	2.48	0.50	0.24	n.s.	n.s.
Other Public* (N=24)	2.97	2.60	0.37	0.13	2.85	.54
All 39 Institutions (N=324)	3.01	2.62	.39	0.04	9.75	.49
JCCC Graduates (N=98)	3.13	2.83	0.30	0.06	5.00	.59
Group I* (N=33)	3.16	3.08	0.08	0.05	n.s.	.88
Group II* (N=65)	3.12	2.71	0.41	0.08	5.12	.49

Note.--All reported t-scores are significant at the 0.01 level. "n.s." means there is no significant difference at the 0.05 level.

* See Table 2.

TABLE 2

GROUPED TRANSFER INSTITUTIONS

Other Kansas		Non-Kansas Private		Non-Kansas Public		JCCC Graduates	
Baker	3	KC Art Institute	5	U. of Arizona	1	Group I	
Ottawa	1	Brigham Young U.	1	Wayne St., Mi.	1	KSC Pittsburg	8
St. Mary	1	Graceland, LA.	1	Arizona St.	2	KSTC Emporia	14
Ft. Hays	4	KC Osteopathic	1	Metropolitan St., Co.	5	Rockhurst	3
Wichita St.	2	Cavalry Bible	1	NW Missouri	1	Avila	1
Washburn	5					Missouri Valley	1
TOTAL	16	Westminster, Mo.	1	Midwestern, Tx.	1		
		Missouri Valley, Mo.	2	Central Mo. St. R.C.	1	Baker	2
		Loretto Heights, Mo.	1	Central Mo. St.	3	Ft. Hays	1
		Abilene Christian, Tx.	1	U. of Missouri	3	Washburn	3
		Notre Dame, In.	1	Youngtown St., Oh.	1		
		Embry-Riddle Aero, Fl.	1			Group II	
		TOTAL	16	Phoneix	1	U. of Kansas	36
				U. of Ma./Amherst	1	Kansas State	8
				W. Michigan	1	UMKC	14
				Newark Col. of Engr.	1	Metropolitan St.	2
				Mankato St.	1	Central Mo. St.	2
				TOTAL	24	Central Mo. St. R.C.	1
						U. of Ma./Amherst	1
						W. Michigan	1
						TOTAL	98

APPENDIX A

RELATIONSHIP OF JCCC GRADES TO KANSAS STATE
TEACHERS COLLEGE OF EMPORIA GRADES
1973

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JOHNSON COUNTY COMMUNITY COLLEGE

MEMORANDUM

DATE: June 12, 1973

TO: Don Meyer

FROM: Elaine Tatham

SUBJECT: Relationship of JCCC grades to Emporia State grades for 32 transfer students

In response to your recent request for a data analysis of grade point averages for 32 students who transferred from JCCC to Emporia State, the following results were obtained.

1) In order to determine whether the students with higher grade point averages at JCCC tended to maintain higher grade point averages at Emporia when compared to students with low grade point averages at JCCC, a Pearson product moment correlation was done. For the 32 students, grade point averages at JCCC were correlated with grade point averages at Emporia. Specifically, the correlation was .95. A scatter plot which accompanies this memo was also done in order to present the data graphically. The graph, together with the obtained correlation of .95 show that a straight line could be fit through the 32 points where the x coordinate is JCCC grade point average and the y coordinate is Emporia State grade point average.

2) In order to determine whether the distribution of grades at JCCC was similar to the distribution of grades at Emporia State, a t-test was done. With an obtained t=.03, there is no significant difference between the grades of the 32 students while at JCCC and their grades while at Emporia.

3) In order to show the person unfamilar with statistics what the above two results mean, a prediction equation was developed so that given a student's GPA at JCCC their GPA at Emporia could be predicted. Attached is a table showing for each student their GPA at JCCC, their GPA at Emporia and their predicted GPA at Emporia. The equation was Y= .894397x+.316272 where Y is predicted GPA at Emporia and X is GPA at JCCC. The data show that the predicted GPA rounded to one decimal is typically the same as the actual GPA rounded to one decimal.

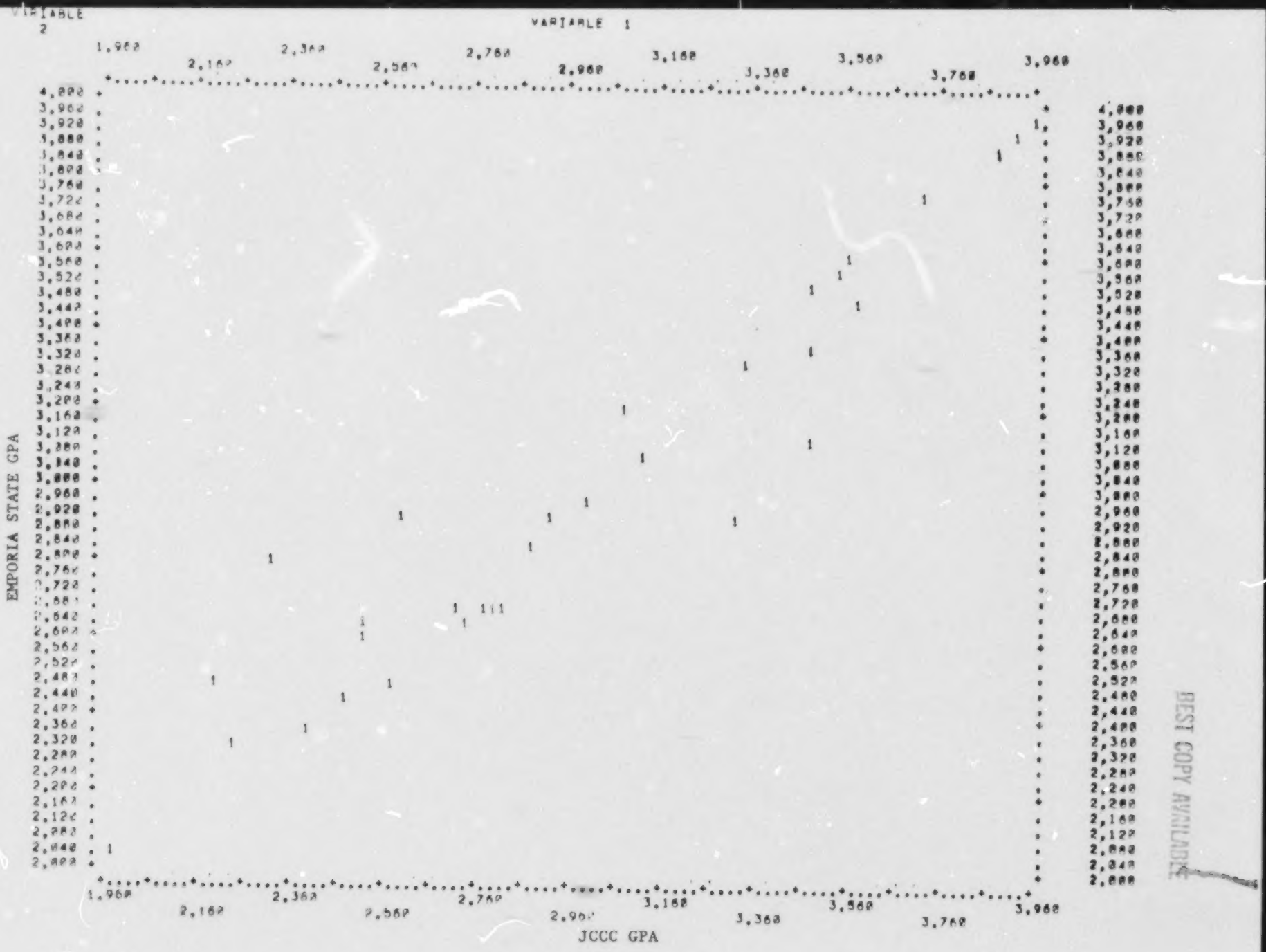
Thus, a student who transfers to Emporia State will probably continue to perform at the same level he (or she) has performed at JCCC.

This study might be expanded in order to obtain longitudinal data so that it can be determined whether this is typically true or just happened for these 32 students. Similar data analyses for other transfer institutions might be very worthwhile. If you should have any questions, give me a call.

cc: Linda Dayton
President Harris

COMPARISON OF JCCC GRADE POINT AVERAGE, EMPORIA STATE ACTUAL AND PREDICTED GRADE POINT AVERAGE FOR THIRTY-TWO TRANSFER STUDENTS

JCCC GPA	Emporia State GPA	
	Predicted	Actual
3.58	3.52	3.48
2.51	2.56	2.66
2.60	2.64	2.94
3.53	3.47	3.58
3.00	3.00	2.96
2.73	2.76	2.70
2.52	2.57	2.60
2.74	2.77	2.64
2.24	2.32	2.31
2.92	2.93	2.91
3.47	3.42	3.13
2.48	2.53	2.46
2.58	2.62	2.48
2.41	2.47	2.38
2.33	2.40	2.79
2.83	2.85	2.70
3.13	3.12	3.08
1.98	2.09	2.04
2.21	2.29	2.47
2.89	2.90	2.86
3.33	3.29	2.90
3.89	3.80	3.89
3.92	3.82	3.94
3.47	3.42	3.38
3.56	3.50	3.59
3.95	3.85	3.96
2.81	2.83	2.67
3.48	3.43	3.51
3.72	3.64	3.77
3.08	3.07	3.22
3.35	3.31	3.32
2.78	2.80	2.68



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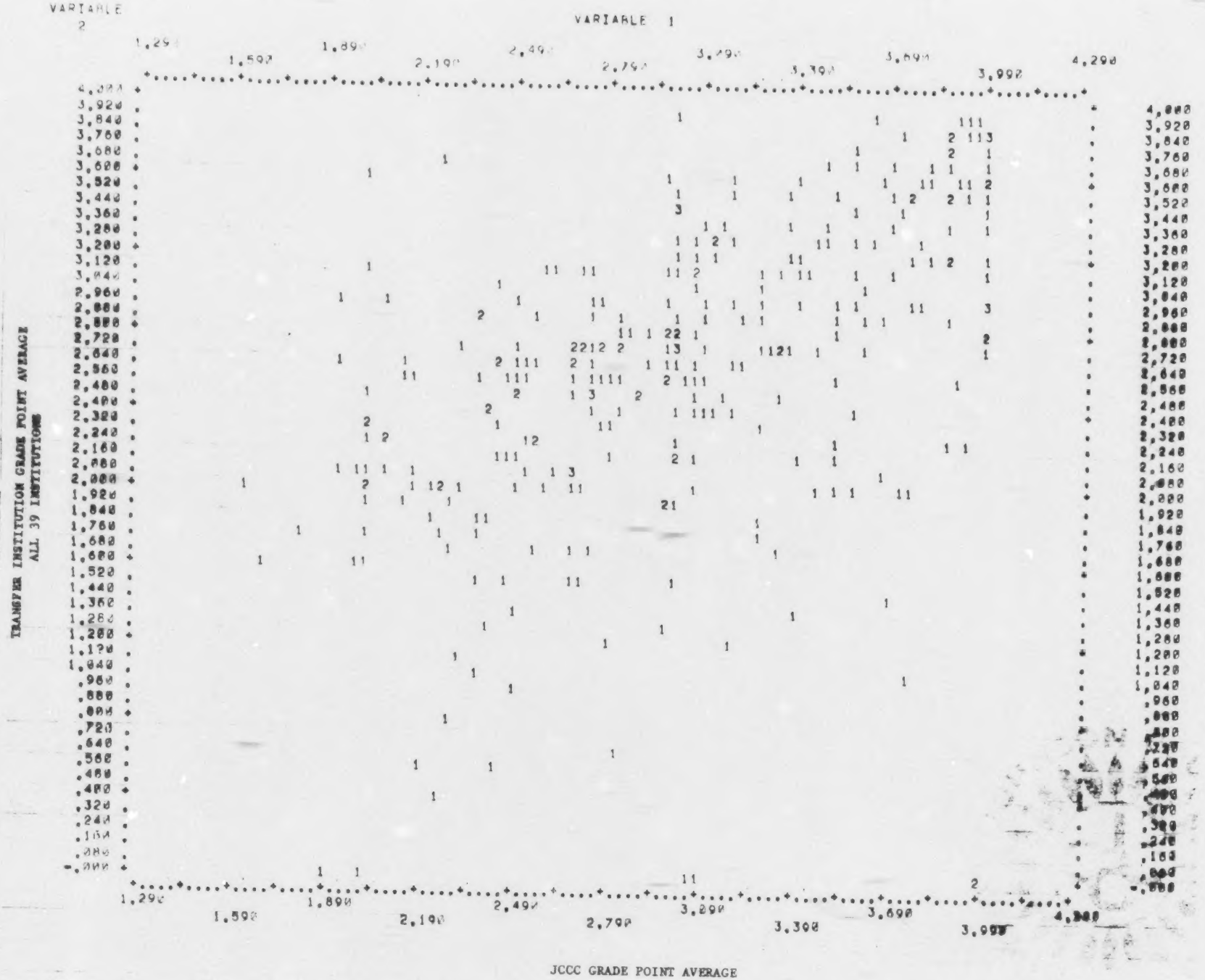
APPENDIX B

GRADES AT JCCC PLOTTED VERSUS GRADES AT TRANSFER INSTITUTION



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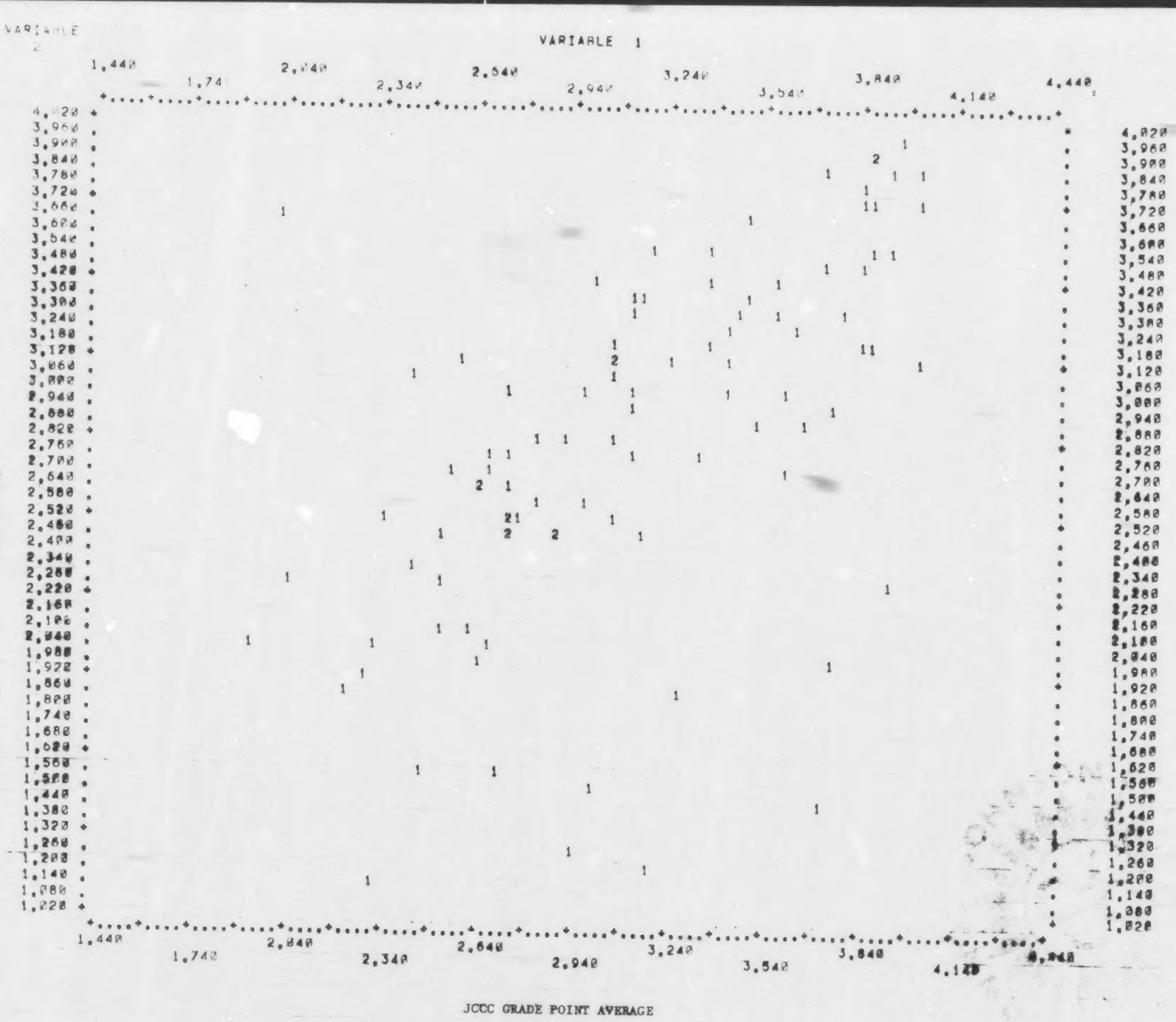

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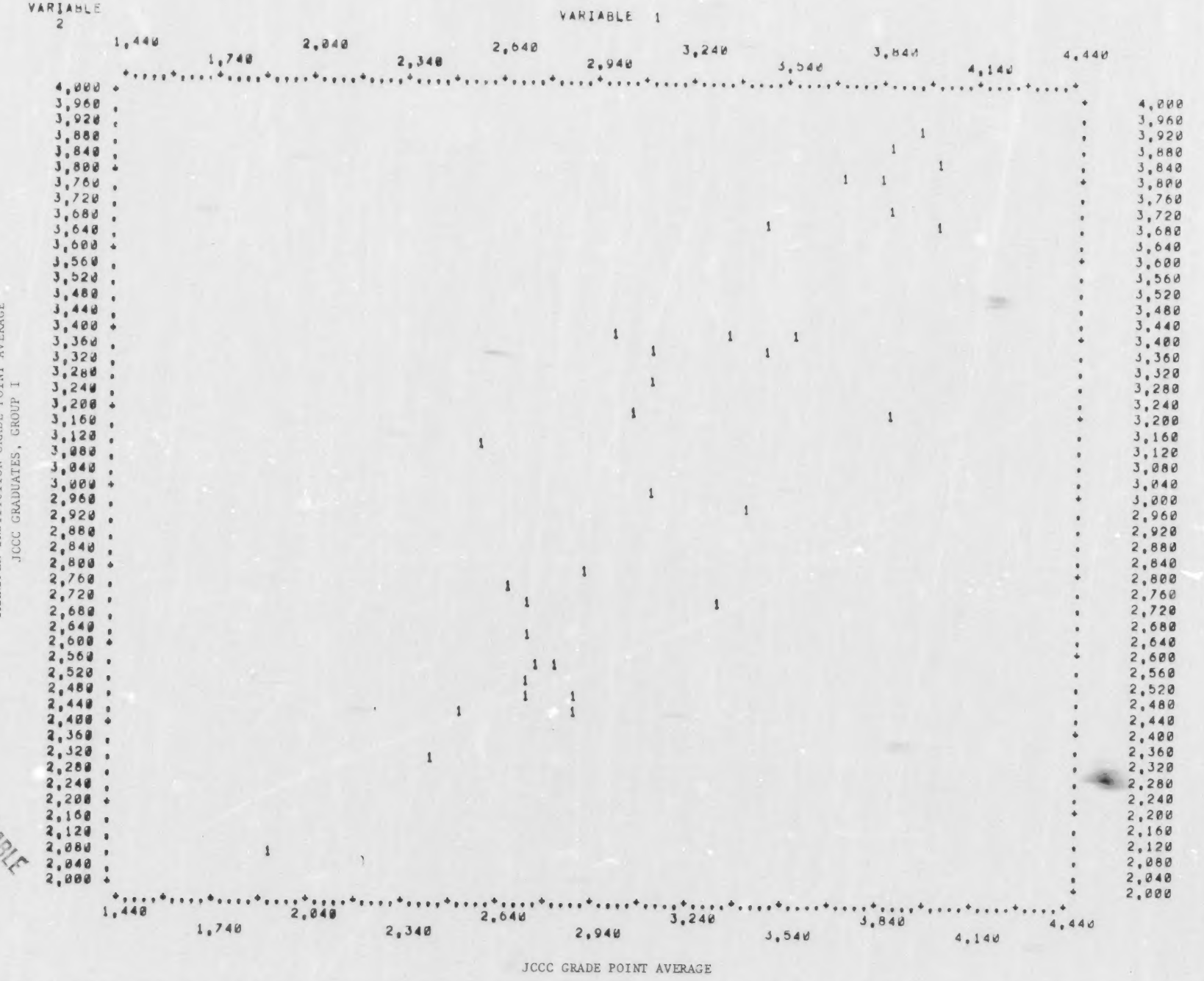

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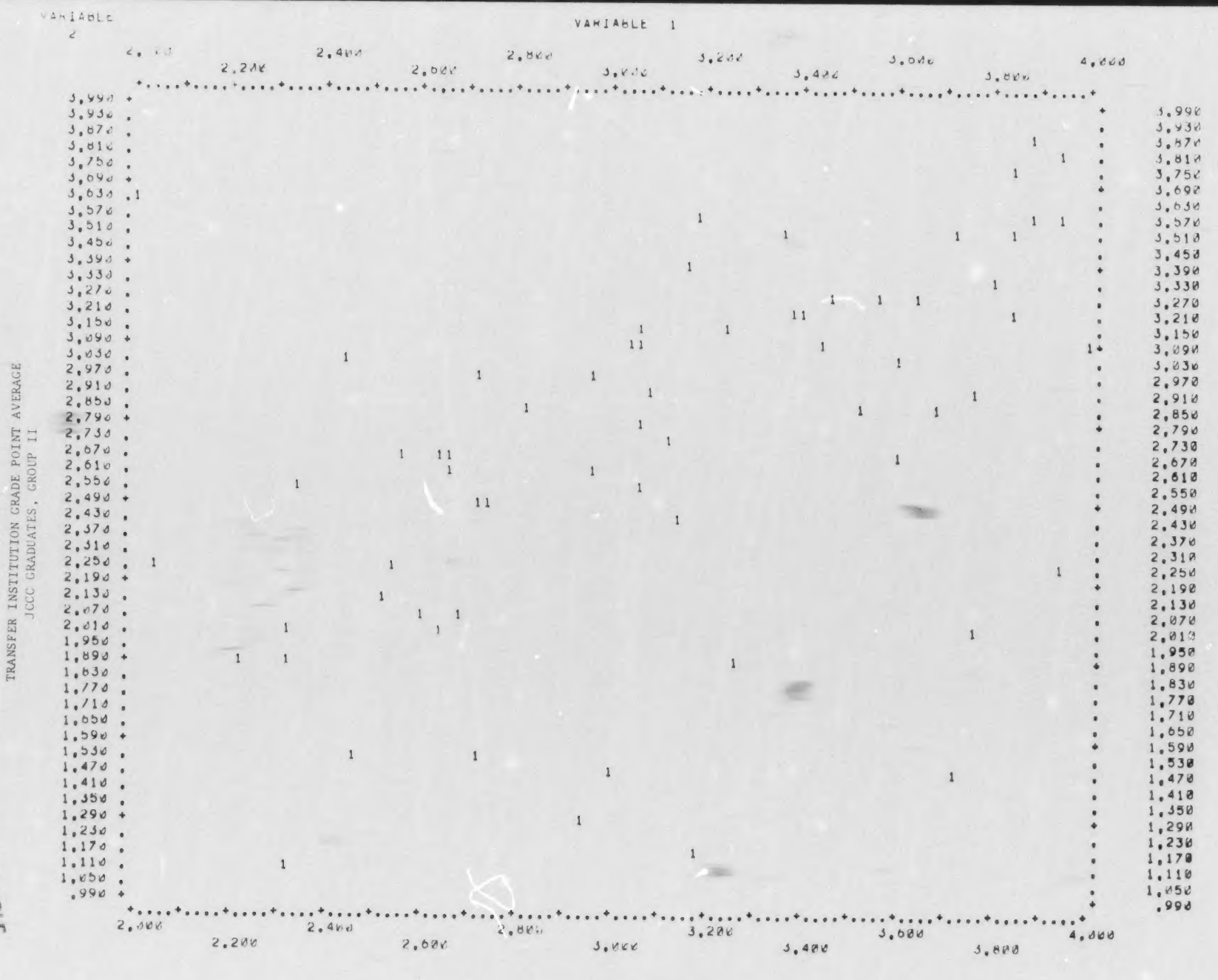

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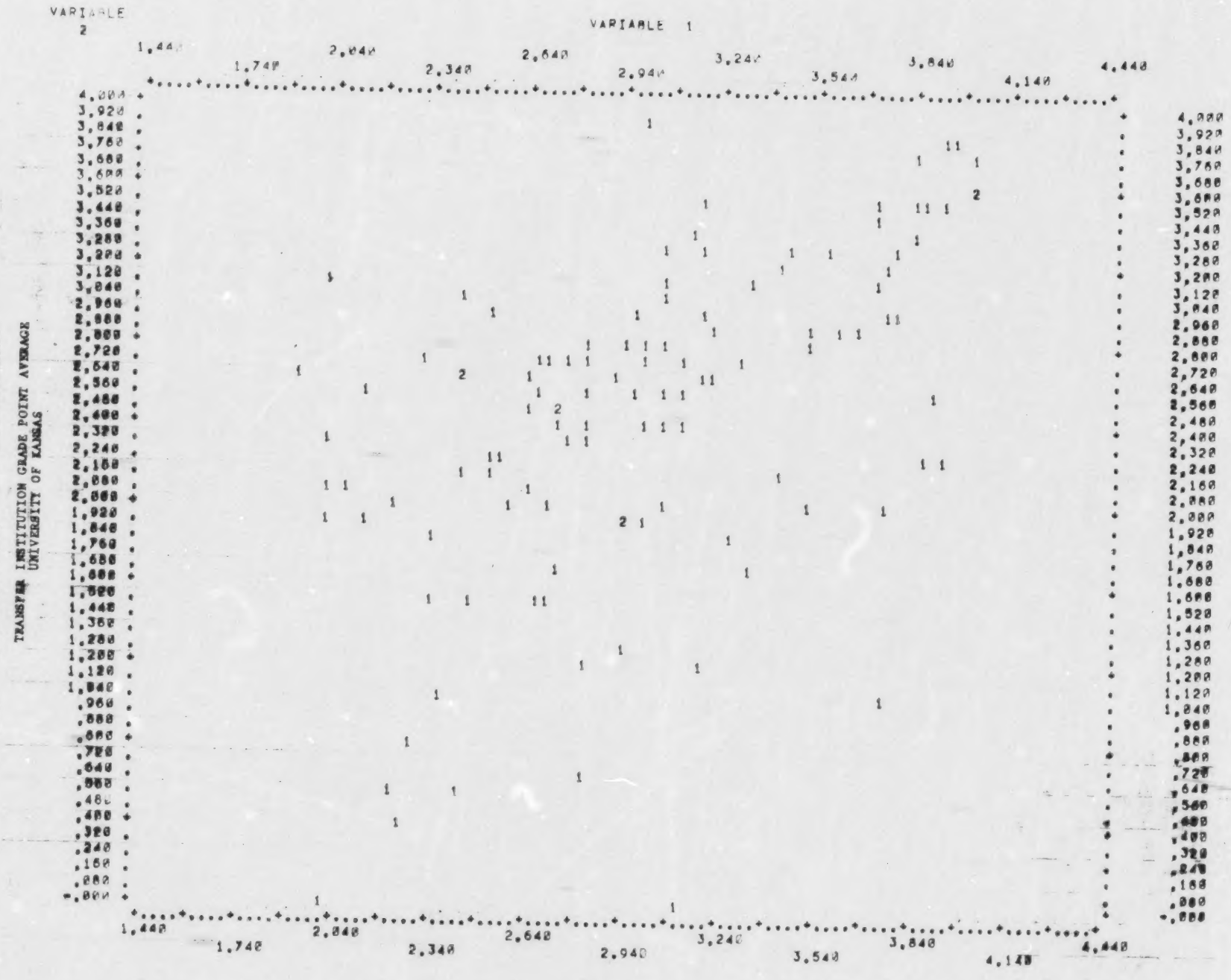

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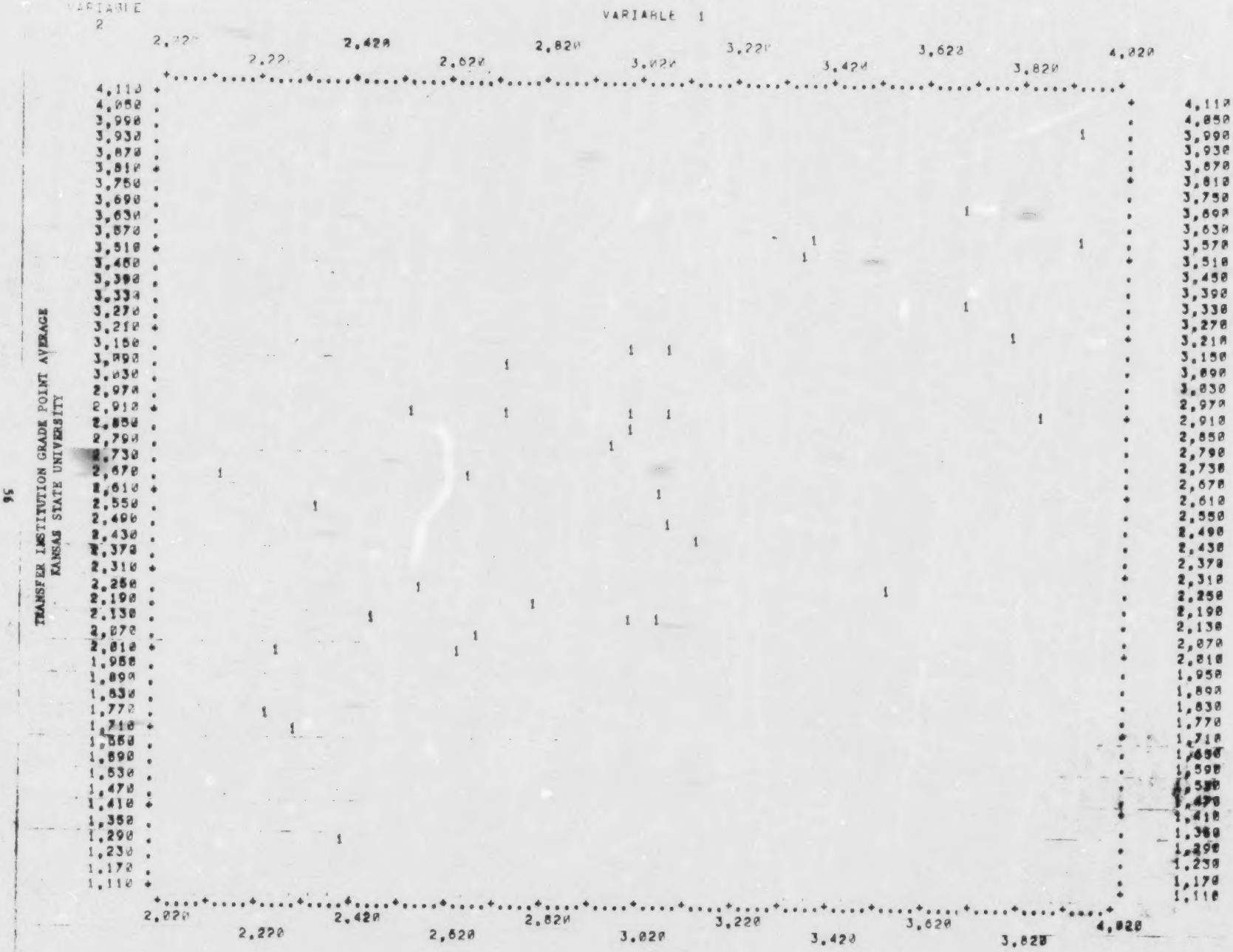

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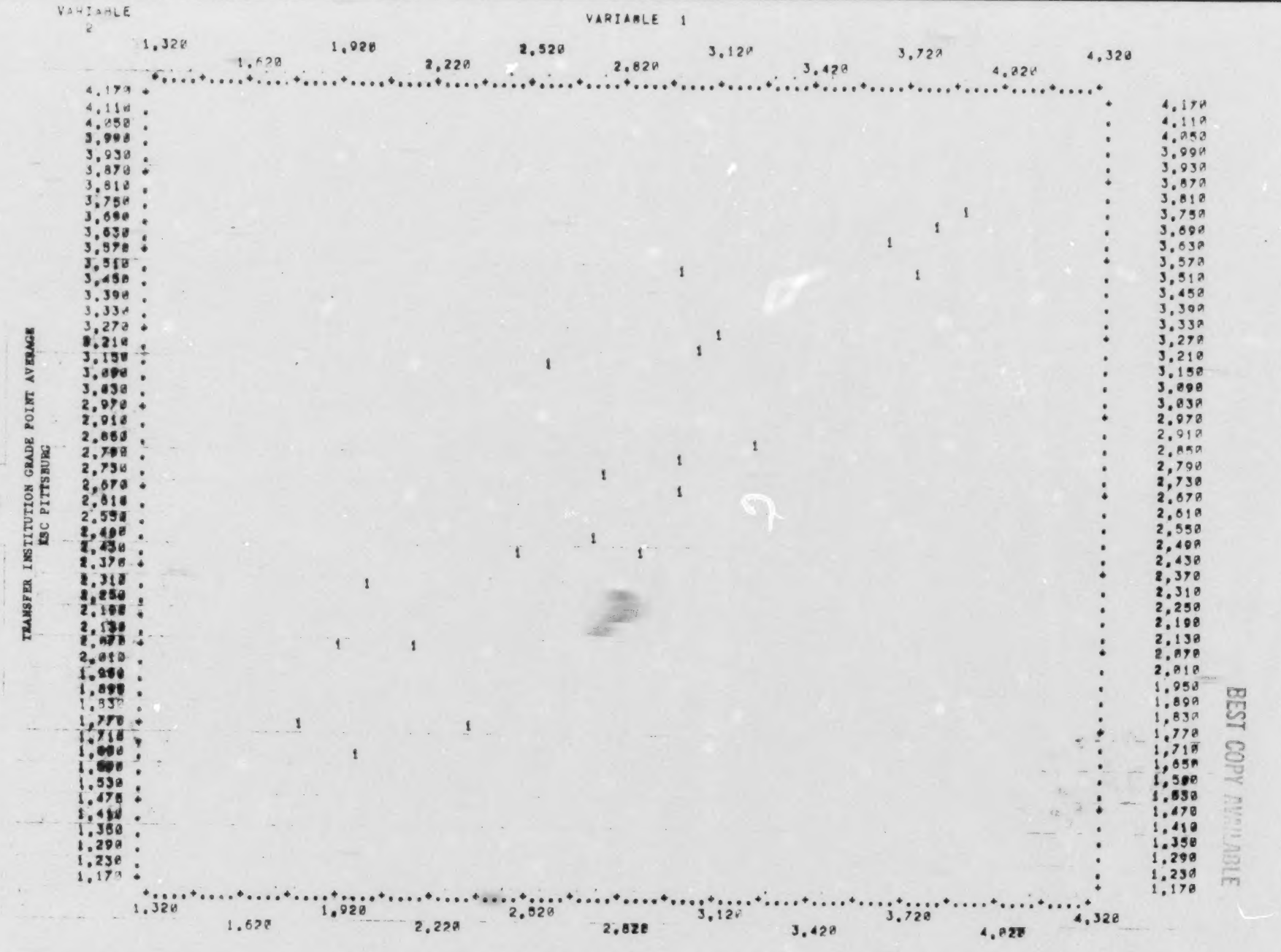

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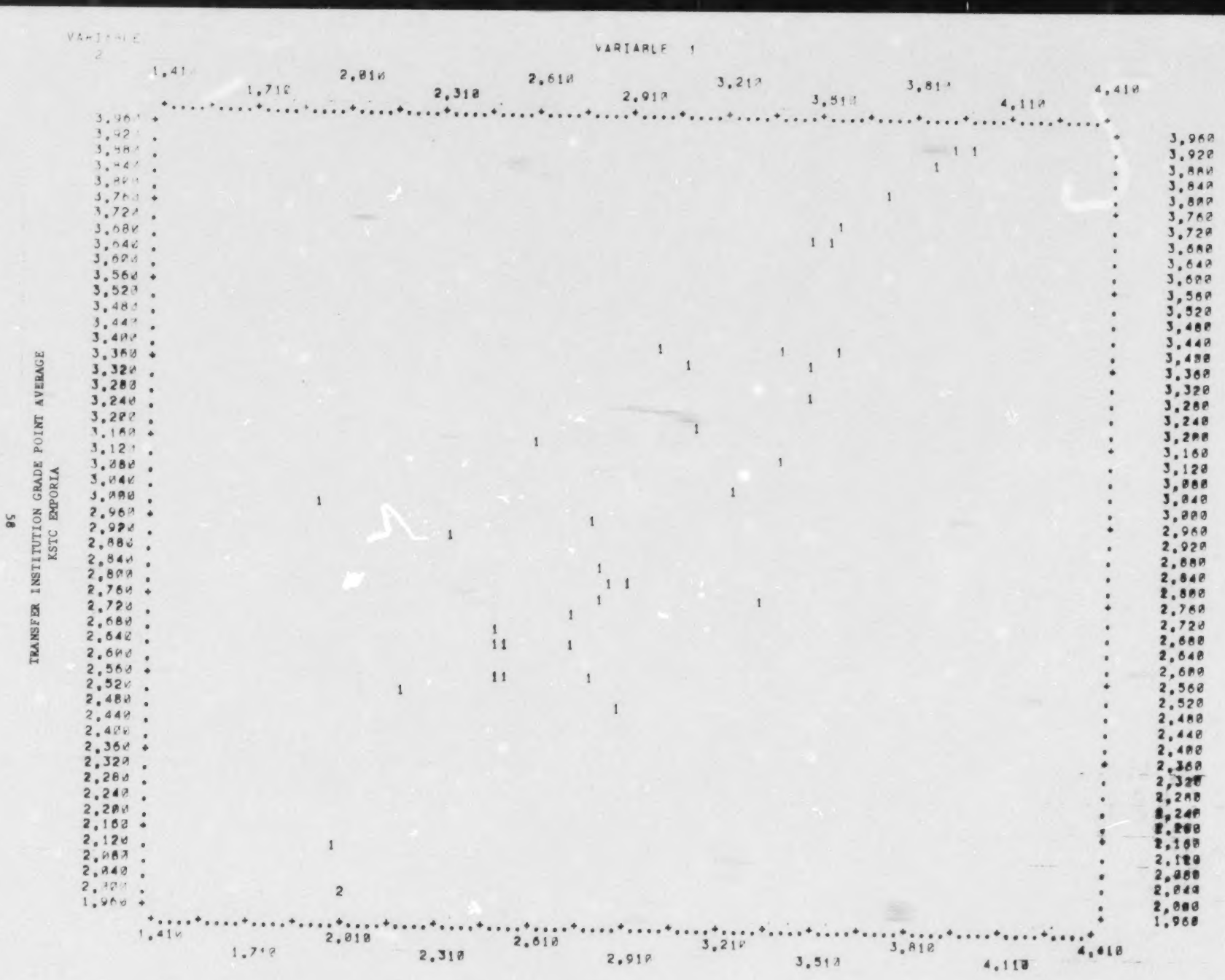

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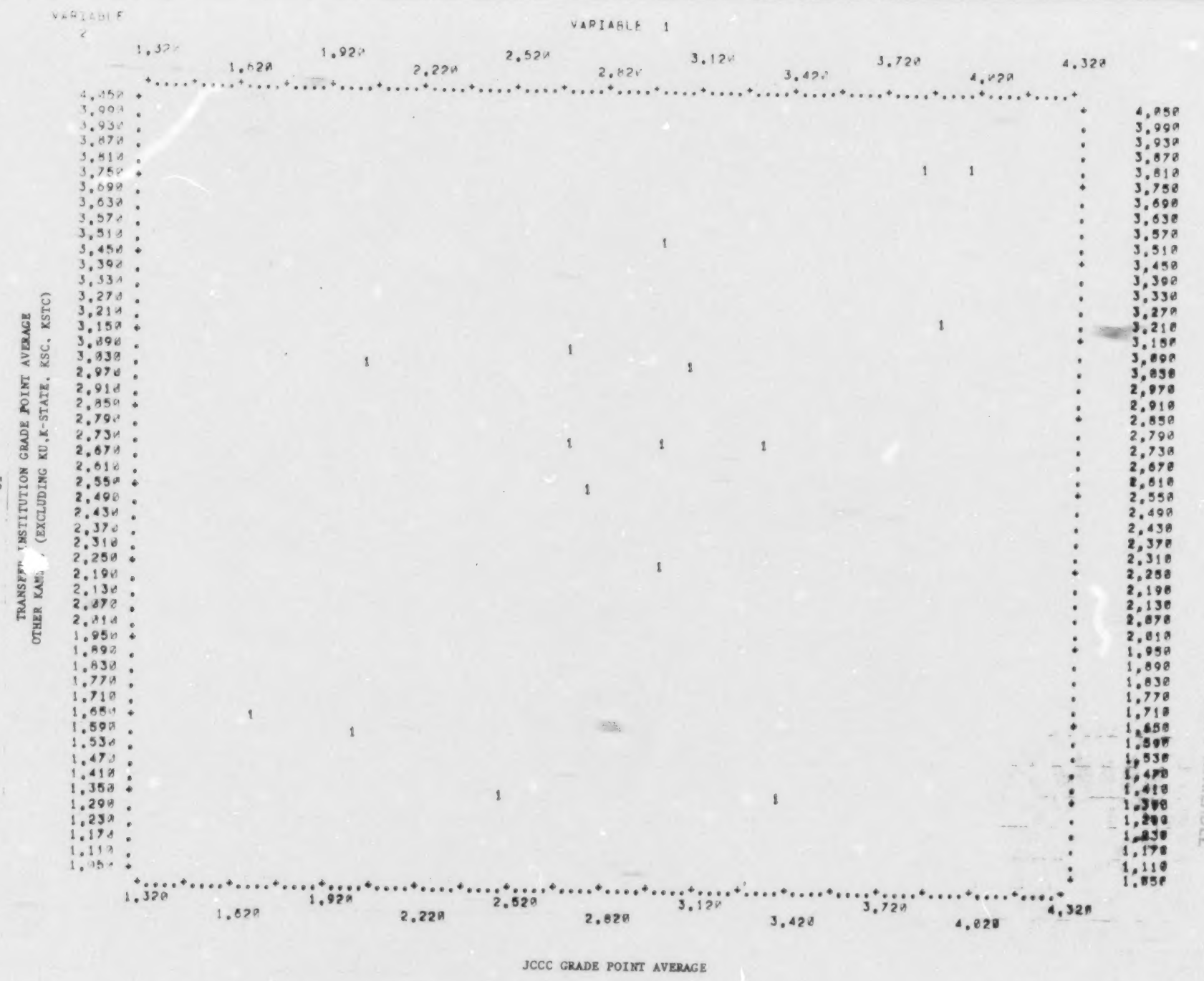

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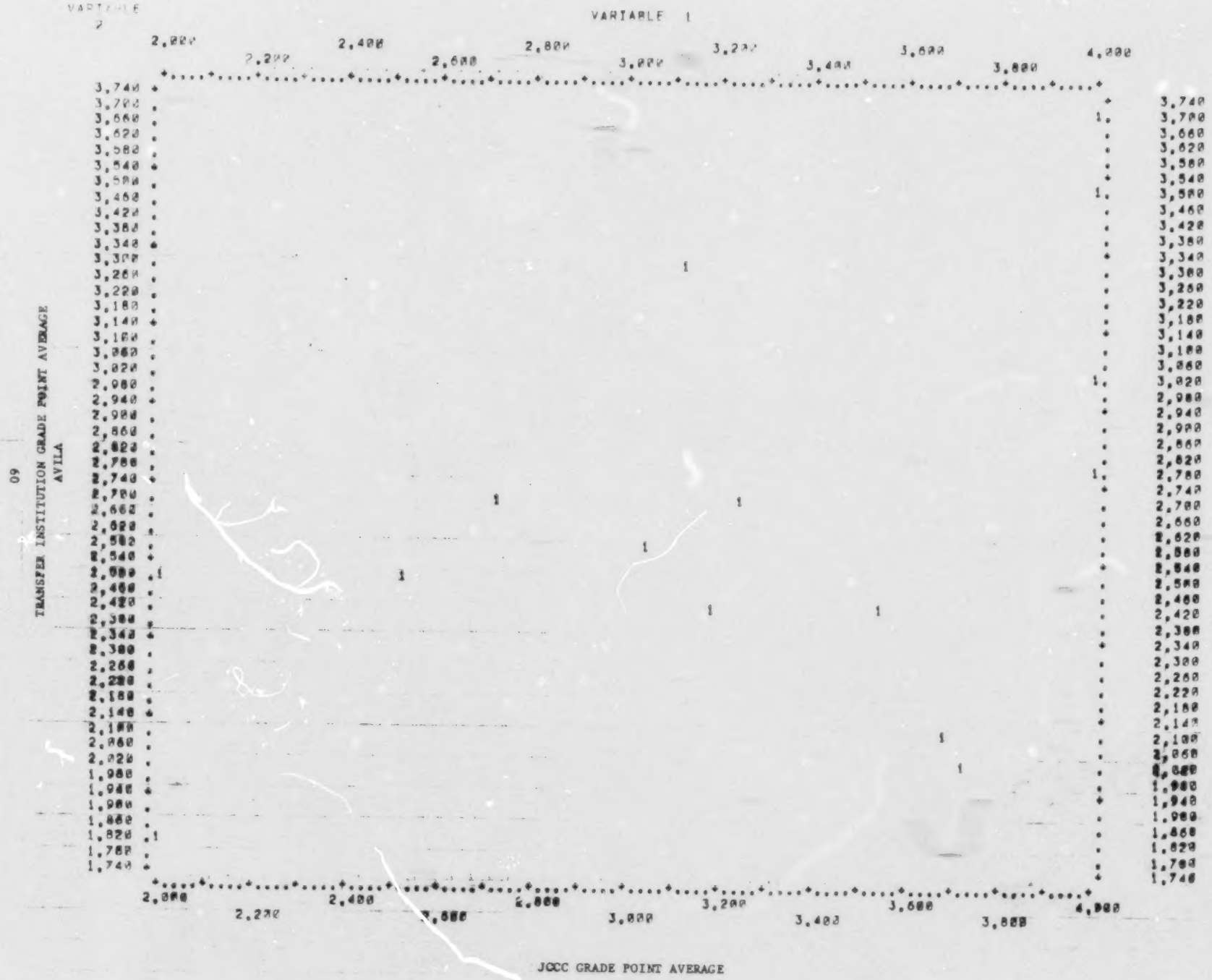

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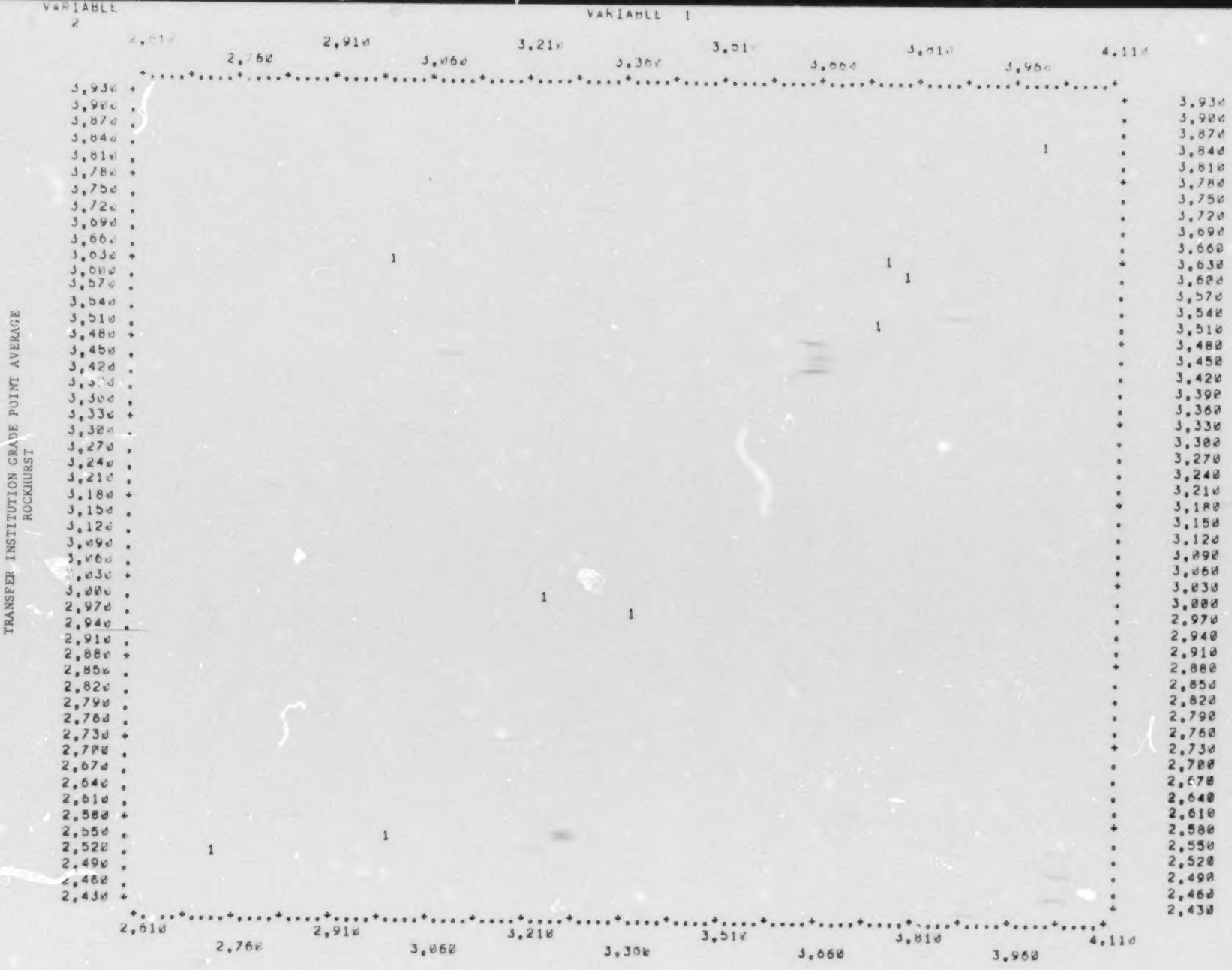

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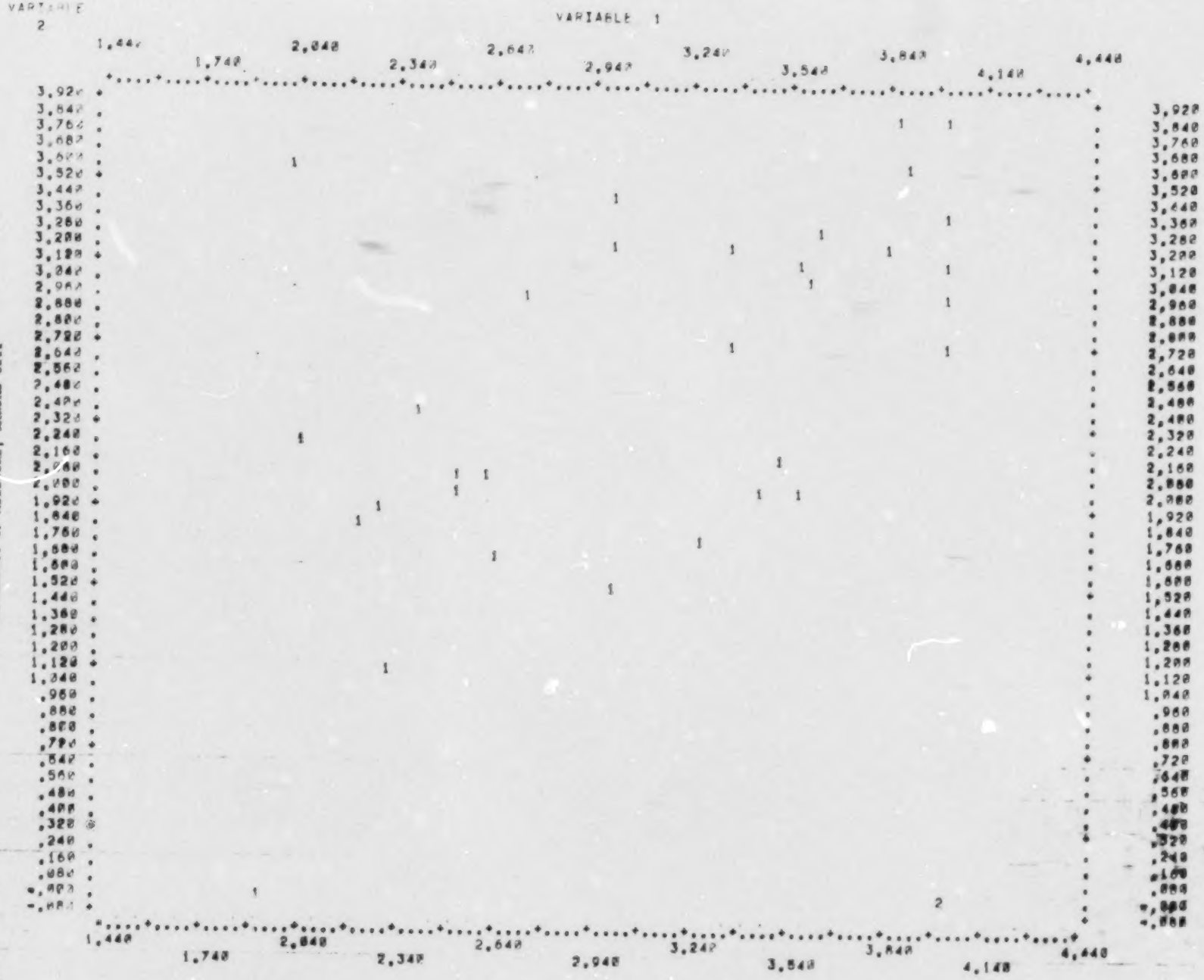

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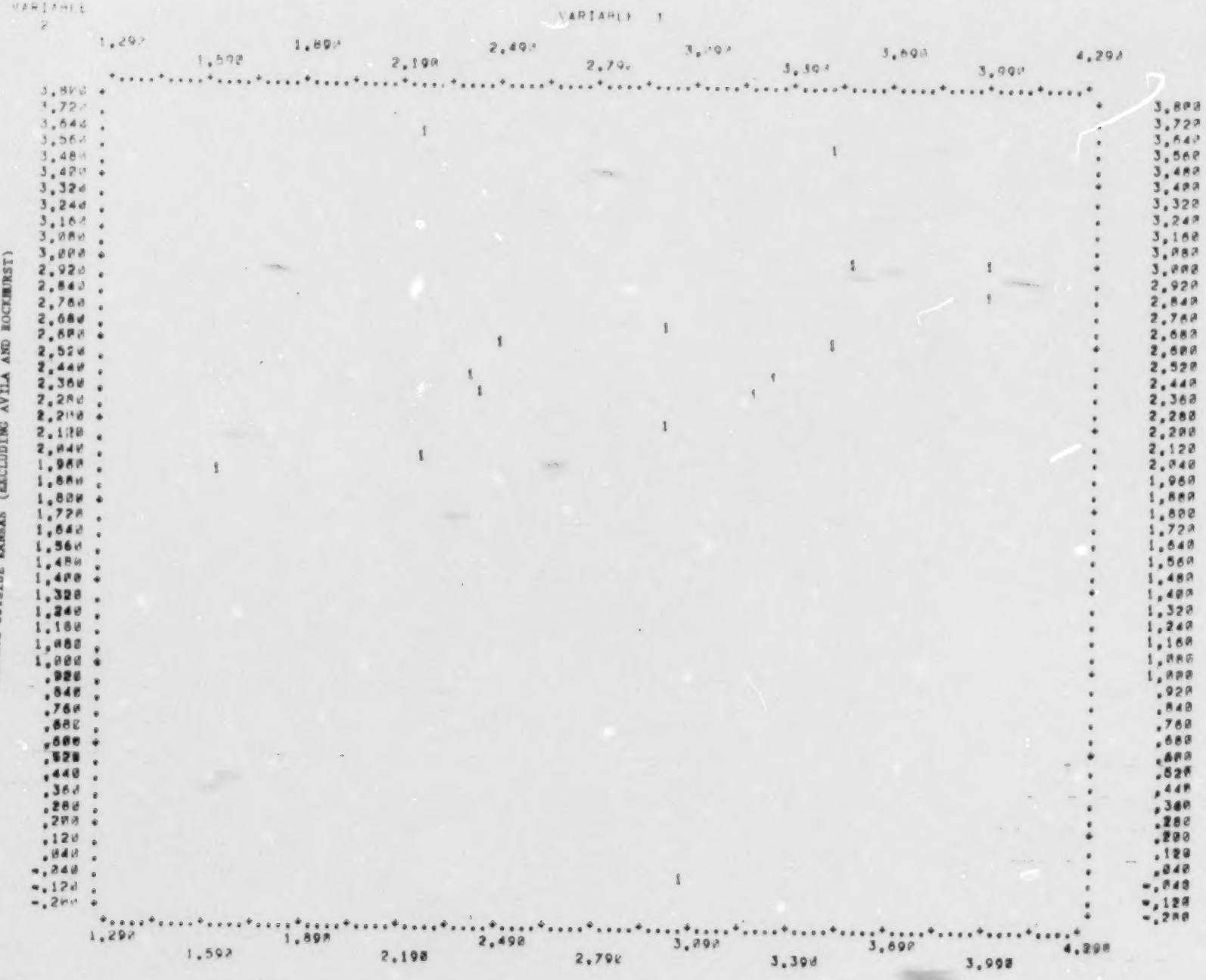
VARIABLE 2
VARIABLE 1
TRANSFER INSTITUTION GRADE POINT AVERAGE
PRIVATE OUTSIDE KANSAS (EXCLUDING AVILA AND ROCKHURST)
JCCC GRADE POINT AVERAGE

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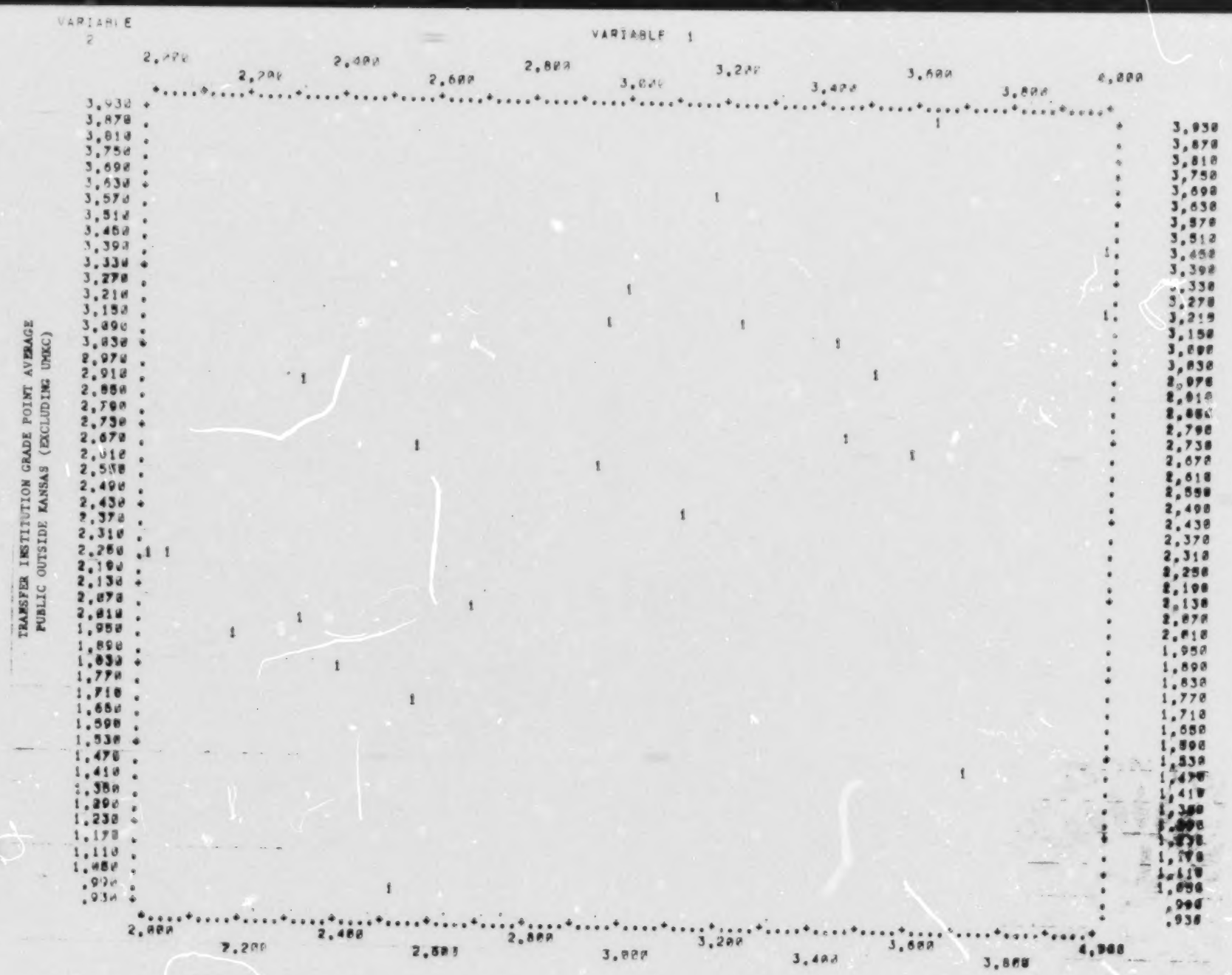

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FOLLOW-UP OF STUDENTS ATTENDING JCCC DURING FALL 1970

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FOLLOW-UP OF STUDENTS ATTENDING JCCC DURING FALL 1970

I. INTRODUCTION

Data concerning student attendance patterns at prior institutions, JCCC and transfer institutions provide the College one means of evaluating its success in meeting the educational needs of enrollees. A distinction has previously been made between the traditional concept of the student "drop out" and the student who "stops out" of school for some time and then returns. It is of interest to know whether the reasons students give for leaving JCCC are related to "dropping out" or "stopping out" behaviors. Many reasons for leaving may be unrelated to the institution *per se* while others may reflect the need for institutional change. Therefore, consideration of these reasons is necessary to measure the success of the College in meeting student needs. Demographic information as well as high school, JCCC and transfer school GPAs are also factors which might be related to student attendance patterns at JCCC.

The College began classes during the fall of 1969. Student follow-ups completed during the 1972-73 year were conducted for students enrolled during the fall of 1969 and the fall of 1971. Attendance patterns for students attending a new college may be dissimilar from attendance patterns for students attending a college later in its development. Yet, at least three years should have elapsed from time of initial enrollment so that graduating students could have been at a four-year institution at least one year. To obtain data on this latter group, the Credit Program Task Force requested that the Office of Institutional Research conduct a survey of 100 students enrolled at JCCC during the 1970 fall semester.

II. PURPOSE

The purpose of this study was to evaluate the success of JCCC in meeting the needs of enrollees by relating student attendance patterns to student grade point averages and demographic information.

III. METHODOLOGY

Sample

A sample of 100 students was randomly selected from a list of 2238 students enrolled for credit at JCCC during the 1970 fall semester. Those students disenrolling prior to or during the first week of classes were excluded from the population prior to sampling. Members of the Office of Institutional Research staff administered the questionnaire to each of the 100 respondents by telephone. When a former student could not be contacted personally, information to complete the questionnaire was obtained from a member of the student's family. When neither the student nor a family member could be contacted, another randomly selected student was surveyed until 100 completed surveys were obtained. A copy of the survey instrument is included in the Appendix.

Procedure

When possible, information obtained from the respondents was verified by checking student records. If a disparity existed between a student's recollection and information in student records, the records information was substituted and used in tallying the results. However, not all information supplied by the respondents could be verified in this manner (e.g., transfer school grade point average).

In order to facilitate interpretation of the results, the responses made on each item were tallied using two different variables for grouping. The questionnaires were first grouped according to the reasons given for leaving JCCC. Ten different groups of respondents were formed by combining respondents with the same or very similar reasons for leaving JCCC into a single group. The reasons for leaving which were incorporated into each of the ten groups and the percent of the respondents giving each reason were the following:

- Six percent graduated and at the time of leaving, did not intend to transfer (Group 1).

- Eighteen percent graduated and at the time of leaving, did intend to transfer (Group 2).

- Twenty-four percent left intending to transfer but had not graduated (Group 3).
  a. Four percent had maximum allowable hours completed at JCCC.
  b. Four percent left because of insufficient course offerings at JCCC.
  c. Fifteen percent left because they preferred a four-year school.
  d. One percent left to be with friends.

- Four percent left because of satisfaction with their level of education (Group 4).

- Nineteen percent left for financial reasons or to go to work (Group 5).

- Nine percent left because of personal problems or insufficient time (Group 6).
  a. Five percent left due to illness.
  b. Three percent left because of lack of time.
  c. One percent left because they had to move.

- Five percent left to join the service (Group 7).

- Nine percent left for academic reasons (Group 8).
  a. Three percent left because of lack of interest,
  b. Five percent left because of poor grades.
  c. One percent left because of poor instruction.

- Three percent gave no reason for leaving (Group 9).

- Three percent had been continuously enrolled at JCCC since fall 1970 (Group 10).

Secondly, the questionnaires were grouped according to grade point average obtained at JCCC. The following seven groups were formed: 0.0-1.99, 1.0-1.49, 1.5-1.99, 2.0-2.49, 2.5-2.99, 3.0-3.49, 3.5-4.0. High school and transfer school GPA were obtained only in terms of the letter grades A, B, C, D or F. In order to compare the more exact JCCC GPAs with these high school and transfer school GPAs, the JCCC GPAs were converted to letter grades using the following equivalencies: F: 0.0-0.49, D: 0.5-1.49, C: 1.5-2.49, B: 2.5-3.49, A: 3.5-4.0.

IV. RESULTS

To provide varied perspectives, the results have been summarized into the three categories: general findings, findings by respondents' GPAs at JCCC and findings by respondents' reasons for leaving JCCC.

General Findings (See Tables 1 through 6)

- Students do "stop out" and return. Twenty-three percent of the students have re-enrolled since first leaving JCCC. Some of these are included in the 41 percent who intend to re-enroll in subsequent semesters.
- Slightly more than half of the students transferred to JCCC from another school.
- Forty-one percent of the students left JCCC to transfer to another school and 43 percent of the students have actually attended another school since leaving JCCC.
- The average number of credit hours completed at JCCC prior to first leaving was 25.5 and the average total number of credit hours was 29.3.
- The average number of semesters completed prior to first leaving JCCC was 2.7 and the average total number of semesters completed was 3.5.
- Three of the 100 students had been continuously enrolled at JCCC since fall 1970.
- For the 32 students on whom transfer school GPAs were available, the average high school, JCCC and transfer school GPAs were 2.65, 3.09 and 2.96 respectively. When the GPAs were weighted with respect to number of hours taken, the JCCC average GPA was 3.03 while the transfer school average GPA was 3.19.
- Eighty-six percent of the respondents are currently employed.
- The average age at initial enrollment at JCCC was 22.

Findings by the Respondents GPA at JCCC (See Tables 5 and 6)

- Average high school GPA was positively related to average GPA at JCCC. Students with higher JCCC GPAs tended to have higher high school GPAs than those students with lower JCCC GPAs.
- Average age at enrollment at JCCC ranged from 19 to 23 for students with JCCC GPAs of 0.00-3.49. Students with a JCCC GPA of 3.5-4.0 had an average age of 28.
- Average total number of hours completed at JCCC was positively related to GPA at JCCC. Students with higher GPAs had generally completed more hours than students with lower GPAs.

- The percentage of students leaving JCCC to transfer to another school was generally higher for those students with higher GPAs than for those with lower GPAs.

- The percentage of students actually attending another college since leaving JCCC was generally higher for those students with higher GPAs then for those with lower GPAs. None of the students with JCCC GPAs of 0.0-1.49 have attended another school since leaving JCCC.

- Average transfer school GPA was positively related to average JCCC GPA. Students with higher JCCC GPAs had higher transfer school GPAs then students with lower JCCC GPAs.

- The percentage of students that have re-enrolled at JCCC did not vary consistently as a function of GPA at JCCC with the exception that none of those students with 0.0 GPAs have re-enrolled.

Findings by Reasons for Leaving JCCC (See Tables 1, 2, 3 and 4)

- The average age of the respondents varied with the reason given for leaving JCCC. For both graduates of JCCC and non-graduates, those individuals leaving to transfer to another school had an average age of 19 to 20 at time of initial enrollment. However, respondents leaving because of satisfaction with their level of education had an average age of 35 at time of initial enrollment.

- The male-female ratio of the respondents varied with the reason given for leaving JCCC. For example, a higher percentage of males then females left JCCC for the following reasons: graduated and transferred, to go to work, academic difficulties, and to join the service. A higher percentage of females then males left due to satisfaction with their level of education.

- The percentage of currently married respondents tended to be higher among respondents leaving for these reasons: graduated but did not transfer, satisfied with level of education and academic difficulties.

- Compared to respondents who left JCCC for other reasons, a high percentage of the non-graduates who left to transfer and of those who left due to graduation had attended college prior to first enrolling at JCCC.

- The average number of hours and semesters completed at JCCC varied with the reason respondents left JCCC. As might be expected, respondents who left due to graduation had completed more hours and semesters prior to leaving than those respondents leaving for other reasons.

- Overall, the majority of the students completed the entire semester prior to first leaving the College. However, those students leaving because of academic difficulties or because of personal problems or insufficient time had a tendency to leave prior to completing the semester. The majority of those students leaving due to personal problems or insufficient time have since re-enrolled at the College.

V. COMPARISON WITH PREVIOUS SURVEYS

The findings of this survey generally support the findings of previous JCCC student follow-up surveys (e.g., JCCC General Class Profile, 1972; Attitudes and Values Survey, 1973). The only difference between previously collected data and the present survey concerns the percentage of students attending another college prior to JCCC. The present finding was that more than 50% of the fall 1970 enrollees had attended another college prior to attending JCCC. All other previously collected data indicate that approximately 20 percent of JCCC students have attended another college prior to their initial enrollment at JCCC. The availability of a convenient new college and the spring 1970 recession may partially account for the difference.

Some representative comparisons between the present and previous findings are the following:

- The General Class Profile Survey found that students who transferred from JCCC to another college generally felt well prepared for their course work at their transfer school. The present findings were that when the GPAs for transfer students are weighted with respect to number of hours taken, the JCCC average GPA was 3.03 while the transfer average GPA was 3.19.

- A finding of the Attitudes and Values Survey of fall 1971 first-time enrollees was that 43 percent of the students reported that they had enrolled at JCCC to prepare for transfer to a four-year institution The present findings were that while 41 percent of the fall 1970 enrollees first left JCCC to transfer to another school, an additional two percent, or a total of 43 percent have actually attended another school since leaving JCCC.

REFERENCES

1. *JCCC General Class Profile: 1972-73.* In Follow-up Studies of JCCC Students: 1972-73. Johnson County Community College, Overland Park, Kansas, August 1973.

2. *Attitudes and Values Survey: 1972-73.* In Follow-up Studies of JCCC Students: 1972-73. Johnson County Community College, Overland Park, Kansas, August 1973.

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TABLE 1

REASONS FOR LEAVING JCCC BY THREE SELECTED CLASSIFICATIONS
FOR STUDENTS ATTENDING JCCC DURING FALL 1970

Reason for leaving JCCC	Current* Average Age	Sex		Current Marital Status		Current Employment Status		
		Males	Females	Married	Single	Full-time	Part-time	Unemployed
Graduate								
Transfer	24	78%	22%	56%	44%	89%	0%	11%
Non-transfer	33	50%	50%	83%	17%	67%	33%	0%
Did not graduate								
Transfer	24	44%	56%	31%	69%	60%	10%	30%
Satisfied with level of education	37	25%	75%	100%	0%	100%	0%	0%
Finances (to work)	25	73%	27%	47%	53%	79%	6%	15%
Academic difficulties	22	100%	0%	100%	0%	78%	11%	11%
Service	23	100%	0%	60%	40%	80%	20%	0%
Personal problems or insufficient time	30	45%	55%	55%	45%	77%	23%	0%
Continuously enrolled	36	33%	67%	100%	0%	33%	33%	33%
No reason given	23	100%	0%	0%	100%	67%	33%	0%
All respondents	26	65%	35%	56%	44%	75%	11%	14%

* Age at time of initial enrollment can be estimated by subtracting four from the current age. These are estimates since some students interviewed had enrolled initially during the 1969-70 year.

TABLE 2

SELECTED ATTENDANCE INFORMATION FOR STUDENTS ATTENDING JCCC DURING FALL 1970

Item	All Graduates	All Non-Graduates	All Respondents
Attended College Prior to JCCC			
Yes	63%	46%	51%
No	37%	64%	49%
Enrolled at JCCC in			
General Studies	75%	88%	85%
Career Program	25%	12%	15%
Completed Last Semester			
Yes	96%	83%	86%
No	4%	17%	14%
Have Re-enrolled at JCCC since First Left			
Yes	4%	29%	23%
No	96%	71%	77%
Plan to Re-enroll at JCCC			
Yes	29%	45%	41%
No	71%	55%	59%
Average Age at Enrollment JCCC	22	22	22
Average Hours Completed at JCCC Prior to First Leaving	50.2	17.6	25.5
Average Hours Completed at JCCC	51	22.3	29.3
Average Semesters Completed at JCCC Prior to First Leaving	4.5	2.1	2.7
Average Semesters Completed at JCCC	4.8	3.1	3.5

Note.--Table 2 is an aggregate of the data presented in Tables 3 and 4.

TABLE 3

SELECTED ATTENDANCE INFORMATION FOR JCCC GRADUATES
WHO ATTENDED JCCC DURING FALL 1970

Item	Graduates		All Graduates
	Transfer	Non-Transfer	
Attended College Prior to JCCC			
Yes	55%	83%	63%
No	45%	17%	37%
Enrolled at JCCC in			
General Studies	83%	50%	75%
Career Program	17%	50%	25%
Completed Last Semester			
Yes	94%	100%	96%
No	6%	0%	4%
Have Re-enrolled at JCCC since First Left			
Yes	6%	0%	4%
No	94%	100%	96%
Plan to Re-enroll at JCCC			
Yes	27%	33%	29%
No	73%	67%	71%
Average Age at Enrollment JCCC	19	29	22
Average Hours Completed at JCCC Prior to First Leaving	49	54	50
Average Hours Completed at JCCC	50	54	51
Average Semesters Completed at JCCC Prior to First Leaving	4.0	6.0	4.5
Average Semesters Completed at JCCC	4.4	6.0	4.8

Note.--Table 2 is an aggregate of the data presented in Tables 3 and 4.

TABLE 4

SELECTED ATTENDANCE INFORMATION BY REASON FOR LEAVING JCCC FOR NON-GRADUATING STUDENTS WHO ATTENDED JCCC DURING FALL 1970

Item	Transfer	Satisfied with Level of Education	Financial	Academic Reasons	Service	Personal Problems Insufficient Time	Continuously Enrolled	No Response	All Non-Graduates
Attended College Prior to JCCC									
Yes	60%	25%	36%	44%	40%	34%	100%	33%	46%
No	40%	75%	64%	66%	60%	66%	0%	67%	64%
Enrolled at JCCC in									
General Studies	91%	100%	89%	88%	100%	88%	33%	67%	88%
Career Program	9%	0%	11%	12%	0%	12%	67%	33%	12%
Completed Last Semester									
Yes	100%	100%	89%	44%	100%	44%	--	100%	83%
No	0%	0%	11%	56%	0%	56%	--	0%	17%
Have Re-enrolled at JCCC since First Left									
Yes	34%	0%	15%	22%	40%	56%	--	33%	29%
No	66%	100%	85%	78%	60%	44%	--	67%	71%
Plan to Re-enroll at JCCC									
Yes	39%	75%	47%	33%	20%	56%	67%	67%	45%
No	61%	25%	53%	67%	80%	44%	33%	33%	55%
Average Age at Enrollment JCCC	20	35	21	19	19	26	32	19	22
Average Hours Completed at JCCC Prior to First Leaving	26.6	5	20.1	10	15.8	7.2	--	21.76	17.6
Average Hours Completed at JCCC	29.8	5	20.9	15	17.2	17	45	21.7	22.3
Average Semesters Completed at JCCC Prior to First Leaving	2.5	1	2.7	2	1.8	1.6	--	2.3	2.1
Average Semesters Completed at JCCC	3.2	1	3.0	3	2.4	3.3	8.7	2.3	3.1

Note.--Table 2 is an aggregate of the data presented in Tables 3 and 4.

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TABLE 5

SELECTED RESPONDENT INFORMATION BY OVERALL GRADE POINT AVERAGE AT JCCC
FOR STUDENTS ATTENDING JCCC DURING FALL 1970

Item	Overall Grade Point Average at JCCC						
	0.0	1.0-1.49	1.5-1.99	2.0-2.49	2.5-2.99	3.0-3.49	3.5-4.0
Average High School GPA	2.0	2.0	2.0	2.10	2.47	2.11	2.81
Average Age at Enrollment at JCCC	19	20	19	23	22	22	28
Average Total Number Hours at JCCC	19	13	24	27	35	35	33
Percent Leaving JCCC to Transfer	0%	0%	36%	33%	62%	47%	57%
Percent Attending Another College After Leaving	0%	0%	34%	33%	58%	53%	64%
Average GPA at Transfer School	--	--	2.0	2.5	3.0	3.12	3.37
Percent Re-enrolling at JCCC	0%	25%	33%	29%	22%	12%	29%

TABLE 6

SELECTED RESPONDENT TRANSFER AND GRADE POINT AVERAGE INFORMATION FOR STUDENTS ATTENDING JCCC DURING FALL 1970

Item	Data
Percent of Respondents Leaving to Transfer	41%
Percent of Respondents Actually Transferring	43%
Percent of Respondents Providing Transfer GPA	33%
Average High School GPA*	2.65
Average JCCC GPA	3.09
Average Transfer GPA	2.96
Average JCCC GPA Weighted by Number of Hours Taken	3.03
Average Transfer GPA Weighted by Number of Hours Taken	3.19

* All averages were computed for only the 33% of the respondents providing transfer school GPA.

APPENDIX

Survey Instrument

Student's Name _____ S.S.# _____

Address _____

Phone # _____

New Information and Changes

Student's name changed to: _____
Student's S.S. # changed to: _____
Student's home address changed to: _____
Student's home phone changed to: _____
Parents home address is: _____
Parents phone # is: _____
Students employer is: _____
Students business # is: _____
Other #'s and addresses: _____

CALL RECORD

Date	Time	Phone # called	Respondent	Call back at

Person giving final interview: _____

Notes: _____

BEGIN INTERVIEW

Is this the residence of (Student's Name)?

May I speak to (Student's Name) please? (If the student is not available, ask if the student can be reached at work or later at home. Record the number and time to call back).

If the student is contacted:

This is (Your Name) of Johnson County Community College. The College is conducting a follow-up study of students who were enrolled at JCCC during the Fall semester of 1970. If I could have a few moments of your time now, do you mind if I asked you some questions?

If the student refuses, record a time and number to call back.

Let me begin by checking to see if our information is correct.

Your name is _____

Your Social Security is _____

You live at _____

Your correct home phone # is _____

1. What is your age?

_____18-20
_____21-24
_____25-29
_____30-39
_____40+

2. Sex?

_____Male
_____Female

3. Marital Status?

_____Single
_____Married
_____Divorced

Do you have children?

_____Yes (How many?) _____(1), _____(2), _____(3), _____(4 or more)
_____No

4. Are you currently employed?

_____Yes _____Full-time _____Part-time

_____No

5. What was your overall grade average in high school?

_____A
_____B
_____C
_____D

6. Did you attend another college prior to first enrolling at JCCC?

_____Yes How many hours of college credit did you have prior to enrolling at JCCC?
_____0-11
_____12-25
_____26-59
_____60-89
_____90-120
_____120 or over

_____No

7. When did you first enroll at JCCC?

_____Semester
_____Year

8. How old were you when you first enrolled at JCCC?

_____16-18
_____19-20
_____21-24
_____25-29
_____30-39
_____40+

9. What is the total number of credit hours you have at JCCC?

_____0-11
_____12-25
_____26-59
_____60-89
_____90-120

10. What is the total number of semesters you have completed at JCCC?

_____0 _____5
_____1 _____6
_____2 _____7
_____3 _____8
_____4

11. What is your overall grade average at JCCC?

_____A
_____B
_____C
_____D
_____F

12. What has been your major program of study while at JCCC?

_____Liberal Arts (general studies)
_____Career programs
_____Continuing Education

13. Are you currently enrolled at JCCC?

_____Yes Have you been continuously enrolled since (date in question 7)?

_____Yes (Skip to question 20)
_____No (NOTE: Interviewer should use modified form of question 19)

_____No

14. You first left JCCC during or after what semester?

_____Semester Did you complete that semester?

_____Yes
_____No

_____Year

15. How many credit hours at JCCC did you have when you left after (date in question 14)?

_____0-11
_____12-25
_____26-59
_____60-89
_____90-120

16. How many semesters had you completed at JCCC when you left after (date in question 14)?

_____0
_____1
_____2
_____3
_____4
_____5
_____6
_____7
_____8

17. Did you leave JCCC to transfer to another school?

_____Yes Why did you decide to transfer?

_____Graduated (AA)
_____Finances
_____Courses offered at JCCC insufficient
_____More convenient location of transfer school
_____Prefer a 4-year school
_____Grades
_____Other

_____No Why did you leave JCCC?

_____Graduated (AA)
_____Finances
_____Courses offered at JCCC insufficient
_____Poor grades
_____Satisfied with level of education
_____Location of JCCC inconvenient
_____Not enough time
_____Lack of interest
_____Other

18. Have you attended another college(s) since you first left JCCC after (date in question 14)?

_____Yes How many credit hours do you have at this other college(s)?

_____0-11 _____31-60
_____12-26 _____61-90
_____27-30 _____91-120

What is your grade average at this other college (or colleges combined)?

_____A _____C
_____B _____D

_____No

19. Have you reenrolled at JCCC since you first left after (date in question 14)?
MODIFIED FORM:

_____Yes When did you first reenroll?

_____Semester
_____Year

Since reenrolling in (date above) have you attended JCCC continuously?

_____Yes
_____No

_____No

20. Do you plan to re-enroll at JCCC?

_____yes
_____No Why? _____

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LIBRARY USER OPINION OF JCCC LIBRARY

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LIBRARY USER OPINION OF JCCC LIBRARY

I. INTRODUCTION

The Educational Media Center integrates a unified learning resources program into the College's total program. The Educational Media Center (EMC) consists of the library, media production section and word production section. The audio-visual program is outstanding as assessed by the Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in Colleges and Universities (JCCC Student Services Task Force, 1974).

Since the move to the permanent campus during August 1972, usage of media resources has increased. For example, total library circulation increased 60 percent from fall 1972 to fall 1973 while enrollment increased 14 percent. However, there are indications that students should be using the library more frequently.

II. PURPOSE

The purpose of the study was to identify strengths and weaknesses of the library services as perceived by the students and staff who use the library.

III. METHODOLOGY

This study was restricted to patrons of the library from Friday, March 15, through Thursday, March 21. A "patron" was defined as any non-employee of the library or College Learning Center. An attempt was also made to exclude people who were in the Educational Media Center only to attend telenetwork classes. The selection of 145 patrons who were asked to participate in the survey is summarized below:

Friday, March 15	From 8:00 A.M.	first 20 patrons
Sunday, March 17	From 1:30 P.M.	first 5 patrons
Monday, March 18	From 9:00 A.M.	first 20 patrons
	From 1:30 P.M.	first 5 patrons
	From 7:00 P.M.	first 5 patrons
Tuesday, March 19	From 10:00 A.M.	first 20 patrons
	From 2:00 P.M.	first 5 patrons
	From 7:30 P.M.	first 5 patrons
Wednesday, March 20	From 11:00 A.M.	first 20 patrons
	From 3:00 P.M.	first 5 patrons
	From 6:30 P.M.	first 5 patrons
Thursday, March 21	From 9:30 A.M.	first 20 patrons
	From 1:00 P.M.	first 5 patrons
	From 7:30 P.M.	first 5 patrons

Procedure

The Assistant Dean of College Services coordinated the distribution of the questionnaire by the library staff to the library patrons. A copy of the questionnaire is included in the Appendix. Patrons selected for participation in the study were asked whether they had previously completed a questionnaire and whether they were willing to participate in the survey. They were encouraged to complete the questionnaire before beginning to use the library facilities. The completed questionnaires were deposited in a box so that individual responses were not identifiable.

IV. RESULTS

Of the 145 patrons who were requested to participate in the survey, 87 percent (N = 126) completed the questionnaire. Some of the remaining nineteen may have forgotten to leave their completed questionnaire in the box. Others may have felt it was easier to say they would participate and not fulfill their obligation than to express that they did not wish to participate. Of the 126 patrons who did participate:

- Sixty-nine percent were full-time students at JCCC.
- Twenty-one percent were part-time students at JCCC.
- Four percent were instructors at JCCC.
- Six percent were non-teaching staff at JCCC, county high school students and students at other colleges who were home on vacation.

Although the number of instructors who participated was small, their responses were tallied separately since their opinions may differ from students. The detailed results are shown in Table 1. The major findings were:

- Seventy-five percent of the patrons use the library once a week or more frequently. All instructors surveyed use the library two or three times per week. Of those surveyed, 69 percent of the full-time students and 63 percent of the part-time students who use the library do so once a week or more frequently.
- Instructors who are library patrons use some or numerous library materials during a typical visit. When full-time students who use the library are compared to part-time students who use the library, approximately 43 percent of each group use some library materials during a typical visit. However, full-time students as a group are more apt to use numerous library materials and to use the library as a study area but less apt to come in only to check out materials and leave.
- Forty percent of the students who use the library responded that instructors seldom or never encourage use of library services and material.
- Seventy-nine percent of the patrons rated the collection of materials in the library as very adequate or generally adequate. The collection was rated as sometimes inadequate by 15 percent and as generally inadequate by three percent. All patrons rating the collection as generally inadequate were full-time students. The remaining three percent who responded that they didn't use the materials or didn't know the adequacy of the materials were all part-time students or included in the "other" category.
- Twenty-eight percent of the patrons responded that materials were easily located without assistance, 62 percent responded that materials were generally easy to locate but some assistance was needed and 10 percent responded that it was difficult to locate materials.
- Seventy-nine percent of the patrons have requested service from library staff. Ninety-five percent of those requesting service responded that the library staff responded promptly. The remaining five percent who requested service and indicated that the library staff only sometimes responded promptly were all students.

- The library staff's courteousness and willingness to serve was rated excellent or good by 91 percent of the patrons.
- Ninety-five percent of the patrons are satisfied with the physical facilities of the library.
- Seventy-six percent of the library patrons used reference books and magazines, 57 percent have used audio-visual materials, 19 percent have used the pamphlet file, 11 percent have used microfilm and four percent have used microfiche.

Space was provided for additional comments concerning the strengths and weaknesses of the library services. Comments by instructors at JCCC included a request for a larger collection of dramatic recordings, a need for a glossary of reference works, a need for increased security to decrease losses of library materials and that a library strength was the working relationship of library staff with the instructors. Comments by students at county high schools and other colleges reflected that they considered the JCCC library as outstanding.

Comments by part-time students at JCCC included requests for more periodicals including Missouri Labor Review, word puzzles, more business magazines, more fiction and hobby related materials; impressed by willingness of library staff to be helpful; too far from parking lot to library to use at night; that they know students from other colleges who use the JCCC library and that JCCC students should be made to use the library.

Full-time students were impressed with the excellence of library service and facilities. Other comments by full-time students included requests for more periodicals (such as Saltwater Sportsman, Redbook and Marriage and the Family) more copies of slides and tapes for biology, more books on electronics, auto mechanics, law, nursing, pharmacology; more films and slides on technical subjects; problem getting reprint material required by instructors; need for library staff to develop communication with the deaf; need for more quiet; and more emphasis on making students and staff aware of the available services and materials.

A study by Romine and Newport (1973) included rankings of community junior college student and faculty ratings for seventy possible attributes of instructional climate. The attribute "library and other materials are provided in sufficient quantities and are readily available to students" was ranked fourth by students but ranked twenty-third by faculty. Several JCCC students expressed that students should be made to use the library more. These comments may reflect an awareness by the student that the library is a valuable supplement to instruction, but that they need to be encouraged or required to use the services more frequently. They may also need to become more informed about the services of the library.

V. SUMMARY

The current library patrons perceive the library services as being outstanding. The typical library patron:

- Uses the library at least once a week.
- Uses some library materials while in the library.
- Considers the collection of materials as very adequate or generally adequate.
- Has requested service from the library staff and received it promptly.
- Finds materials generally easy to locate with some assistance.
- Rates the library staff's courteousness and willingness to serve as excellent or good.
- Is satisfied with the physical facilities of the library.
- Uses reference books, magazines and audio-visual materials.

The usage of audio-visual materials by 57 percent of the library users supports the integration of these materials into the library program. The major weakness appears to be under-utilization of the excellent library services. Forty percent of the student library patrons responded that their instructors

seldom or never encouraged use of library materials and services. Since this study included only students who do use the library, this percentage would be expected to be higher for the entire student body. The results of the study by Romine and Newport indicate that one possible explanation may be that more instructors need to recognize the important role of library services in instruction.

REFERENCES

1. Critical Analysis of Student Services: A report prepared for the Institutional Self-Study. JCCC Student Services Task Force, February 1974.

2. Romine, Stephen and Newport, Donald L. Defining, Assessing and Improving Community College Junior College Instructional Climate. School of Education, University of Colorado, Boulder, Colorado, November 1973.

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LIBRARY USER SURVEY RESPONSES
BY LIBRARY PATRON CATEGORY
Spring 1974

Item	Full-Time Students (N=86)	Part-Time Students (N=27)	Instructors (N=5)	Other* (N=8)	Total (N=126)
Use the library facilities					
Daily	22%	11%	0%	0%	17%
2 or 3 times per week	45	37	100	12	43
Once a week	12	15	0	50	15
2 or 3 times per month	12	7	0	0	9
Once per month	7	15	0	12	9
Less than once a month	2	15	0	26	7
	100	100	100	100	100
During a visit to the JCCC library, typically					
Use College Learning Center	10	14	0	0	10
Make use of numerous library materials	26	18	40	13	23
Make use of some library materials	44	41	60	62	45
Use library as a study area only	44**	29**	0	25	40**
Check out library materials and leave	15	25	0	0	15
Other	6	0	0	0	8
If a student, instructors encourage use of services and materials of the library					
Very frequently	7	8	--	--	--
Frequently	17	37	--	--	--
Occasionally	36	15	--	--	--
Seldom	28	33	--	--	--
Never	12	7	--	--	--
	100	100			
Rate the adequacy of the collection of materials in the library					
Very adequate	24	44	20	50	30
Generally adequate	56	41	60	0	49
Sometimes inadequate	15	4	20	38	15
Generally inadequate	5	0	0	0	3
Don't use or know	0	11	0	12	3
	100	100	100	100	100
Experience in locating information and materials in the library					
Easy to locate materials without assistance	28	25	60	25	28
Generally easy to locate materials--need some assistance	62	67	20	75	62
Difficult to locate materials--need much assistance	10	8	20	0	10
	100	100	100	100	100

* Non-teaching JCCC staff, county high school students and other college students home on vacation.

** Although 40 percent responded that they used the library only as a study area, many of these persons also indicated they used the library for other purposes. Approximately 12 percent of the student patrons use the library only for study purposes.

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tem	Full-Time Students (N=86)	Part-Time Students (N=27)	Instructors (N=5)	Other (N=8)	Total (N=126)
ave requested service from library staff					
Yes	81	73	100	62	79
No	19	27	0	38	21
	100	100	100	100	100
If yes, staff responded promptly					
Yes	96	90	100	100	95
No	0	0	0	0	0
Sometimes	4	10	0	0	5
	100	100	100	100	100
Rate willingness to serve and courtesiness of library staff as:					
Excellent	53%	68%	60%	62%	57%
Good	35	27	40	38	34
Satisfactory	11	5	0	0	8
Poor	1	0	0	0	1
	100	100	100	100	100
Satisfied with physical facilities of the library					
Yes	96	96	100	75	95
No	4	4	0	25	5
	100	100	100	100	100
Have used the following library services					
Microfiche	3	0	40	0	4
Microfilm	10	7	60	0	11
Pamphlet file	20	7	80	12	19
Reference books	78	70	100	62	76
Magazines	85	63	80	25	76
Audio-visual materials	63	48	80	12	57

APPENDIX

LIBRARY USER SURVEY

LIBRARY USER SURVEY

The following survey is being conducted to determine your opinion of the library services. The results of the survey will be used to identify strengths and weaknesses of the library services.

Please indicate your status: Full-time student at JCCC_____
Part-time student at JCCC_____
Instructor at JCCC_____
Other_____ Please specify_____

Please respond to each question by placing a check near the item of your choice.

1. On the average, how often do you use the library facilities?

_____Daily
_____2 or 3 times per week
_____Once a week
_____2 or 3 times per month
_____Once per month
_____Less than once a month

2. During a visit to the JCCC library you typically do which of the following?

_____Use College Learning Center
_____Make use of numerous library materials
_____Make use of some library materials
_____Use the library as a study area only
_____Check out library materials and leave
_____Other Please specify_____
_____

3. If you are a student, how often do your instructors encourage you to use the services and materials of the library?

_____Very frequently
_____Frequently
_____Occasionally
_____Seldom
_____Never
_____Not a student

4. How would you rate the adequacy (availability of materials in your area of interest or assignments) of the collection of materials in the library?

_____Very adequate
_____Generally adequate
_____Sometimes inadequate
_____Generally inadequate

5. Which item below best describes your experience in locating information and materials in the library?

_____Easy to locate materials without assistance
_____Generally easy to locate materials - need some assistance
_____Difficult to locate materials - need much assistance

(PLEASE TURN TO REVERSE SIDE)

6. Have you requested service from the library staff?

_____Yes
_____No

If yes: Has the staff responded to your request promptly?

_____Yes
_____No
_____Sometimes

7. How would you rate the willingness to serve and the courteousness of the library staff?

_____Excellent
_____Good
_____Satisfactory
_____Poor

8. Are you satisfied with the physical facilities (lighting, seating, etc.) of the library?

_____Yes
_____No Please specify_____
_____

9. Which of the following library services have you used?

_____Microfische	_____Reference books
_____Microfilm	_____Magazines
_____Pamphlet file	_____Audio-visual materials

The space below is provided for your comments concerning the strengths and weaknesses of the library services.

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 10 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION